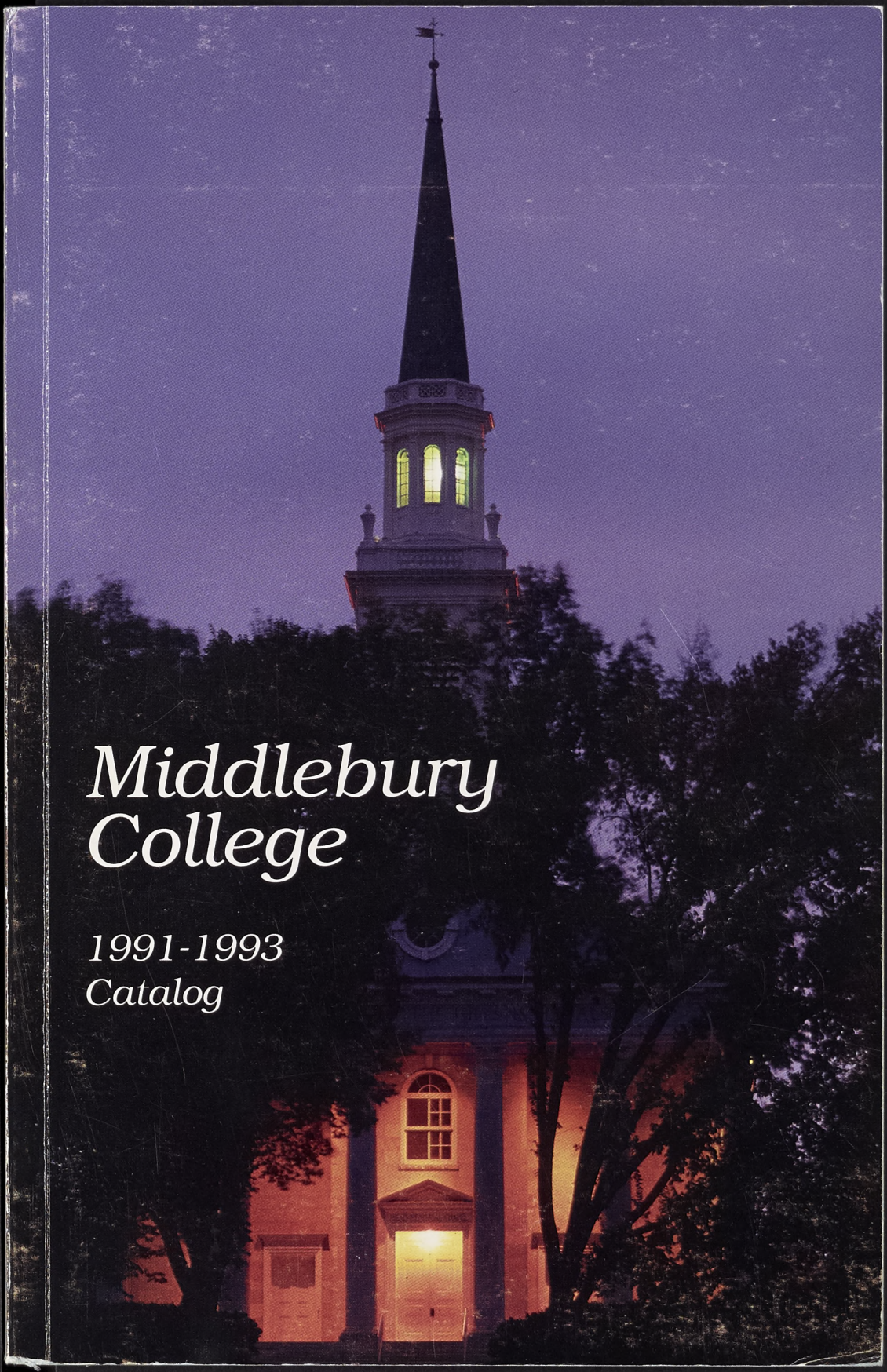

Middlebury College

1991-1993
Catalog

Middlebury College does not discriminate against any individual on the basis of race, sex, religion, ethnic origin, sexual orientation or handicap in any of its programs or activities. In particular, Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation and Section 504 of the Rehabilitation Act of 1973.

Middlebury College endeavors to present an accurate overview of the programs, facilities and fees of the College in this publication. However, Middlebury College reserves the right to alter any program, facilities or fees described in this publication without notice or obligation. This publication is published every two years in the summer. A smaller volume, containing only the College's course listings, will be published in alternate years.

Note: *The last page of this catalog contains a listing of administrative offices and telephone numbers.*

Something we were withholding made us weak
Until we found it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender,
Such as we were we gave ourselves outright. . .

Robert Frost, *The Gift Outright*

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924.

Gardner Cox's famous portrait of Frost is on display in the Robert Frost Room at the Egbert Starr Library of the College.

From "The Gift Outright" from *The Poetry of Robert Frost*, edited by Edward Connery Lathem. Copyright 1942 by Robert Frost. Copyright 1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

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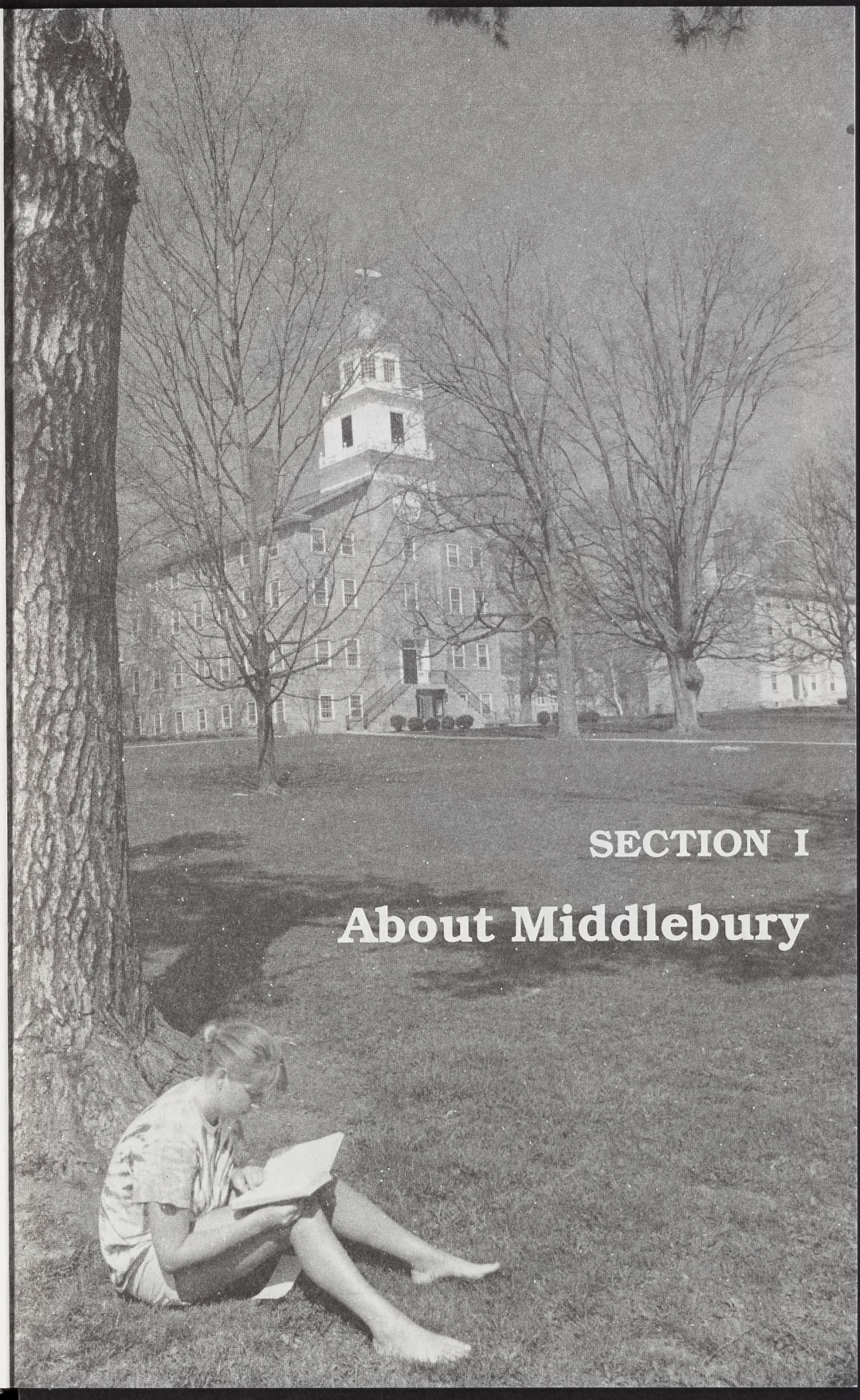


SECTION I

About Middlebury

To Choose and Be Chosen

Something we were withholding made us weak
Until we found it was ourselves . . .

It is the primary purpose of this book to give you an idea of the education Middlebury College offers young men and women. However, nothing Middlebury College makes available to its students – a distinguished faculty, facilities for research, challenging programs, residential living – will be of any lasting value unless those who are chosen and come to learn are willing to offer "the gift outright" of their energies and talents. Accordingly, the College seeks students willing to yield the full measure of their capacity. In academic study or athletics, in the arts, in the pursuit of leadership and social service, Middlebury wants those who will give freely of themselves. What the College can give you in return is described in the pages that follow.

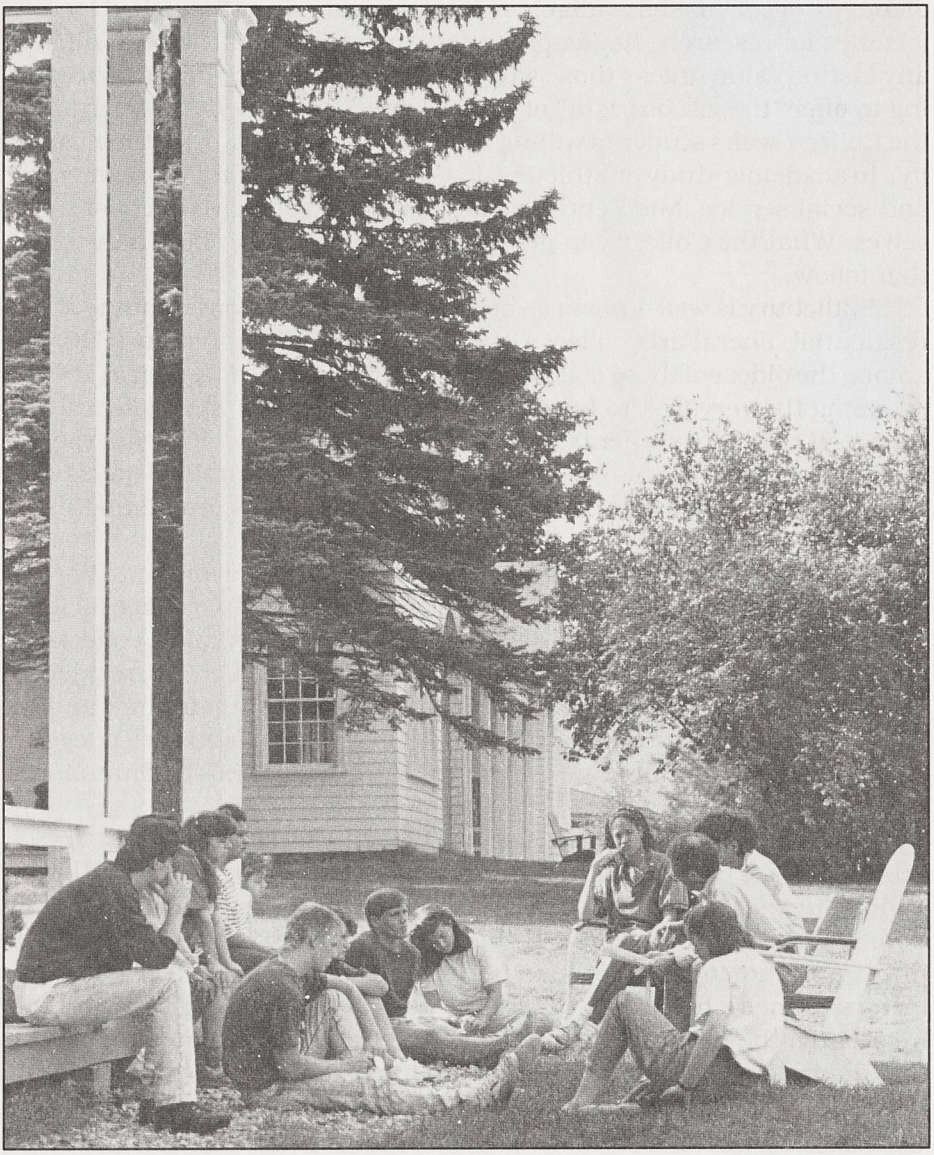
Middlebury is well–known as one of New England's outstanding small, residential, liberal arts colleges of long tradition. Founded in 1800, it is among the oldest of these colleges; and having admitted women in 1883, it is among the very first to have become co–educational. As a liberal arts college, it offers its students a very broad curriculum embracing the humanities, foreign languages, social sciences and natural sciences. The breadth and humanistic bent of a liberal arts curriculum distinguish it from what one finds in a pre–professional school.

Since Middlebury is a residential college, virtually all of the 2,000 students live and dine on campus. The idea of residence in college facilities originally grew out of an interest in inexpensive housing and a concern for moral discipline. As it has evolved in colleges like Middlebury, residential living offers an education in the variegated ways of humankind; and the self–contained community of a residential college gives to the college social experience a certain intensity and depth that cannot be found in the commuter college.

A majority of our entering class has picked Middlebury as first choice, but almost all have seriously considered other possibilities. Although Middlebury is highly selective, it is in keen competition with other institutions for students of exceptional ability and promise. What brings such an undergraduate to Middlebury in particular? Students often cite as prime factors in their choice: co–education, size, academic program, and very frequently, the natural environment. The College is situated on a hill in the Champlain Valley at the base of the Green Mountains with the Adirondack Mountains in full view to the west. Those who rejoice in urban pleasures may not at first be enchanted with the farm lands, great natural for-

ests, lakes and mountains that cover the landscape surrounding the campus. But they can, if adventurous, explore the resources of the nearest great city, Montreal, which is only two and one half hours away by car.

It may appear at first glance that Middlebury's academic program is hardly distinguishable from that of other excellent liberal arts colleges. However, this appearance is deceptive, for there is much that sets Middlebury apart. Every summer, for example, the main campus in Vermont is transformed into an institution single-mindedly devoted to the study of eight different foreign languages and cultures, and the use of English is virtually banned for the 1,300 participants, among whom are a number of



Middlebury undergraduates. Arabic, Chinese, Japanese and Russian as well as French and Spanish are some of the languages pursued. High in the Green Mountains lies Middlebury's Bread Loaf campus, where for six weeks each summer the Bread Loaf School of English is in session. This is followed by the Bread Loaf Writers' Conference, which brings together two hundred authors and aspiring authors for two weeks of intensive give and take on the art of writing. There is also an overseas dimension to Middlebury College. In five major European cities – Florence, Madrid, Mainz, Moscow and Paris – the Middlebury Language Schools have the headquarters of their Schools Abroad. These schools enroll approximately two hundred graduate and undergraduate students who are seeking to develop an understanding of foreign languages and cultures through direct experience as well as academic study. In addition, the Bread Loaf School of English is also in session each summer both at Lincoln College, Oxford University, and at St. John's College in Santa Fe, New Mexico. It is attended by both undergraduate and graduate students.

Middlebury is thus in reality a small international university, and it is this international dimension that especially distinguishes her from her sister institutions. While the international emphasis is most in evidence in the work of the eight Language Schools, Middlebury's education reflects a sense of looking outward, a realization that the traditional insularity of America is indeed something of the past, a habit that we can no longer afford. We seek to bring to Middlebury those who wish not only to learn about themselves and their own traditions, but those who wish to expand their vision, to see beyond the bounds of class, culture, region or nation. Indeed, it could be said that the central purpose of a Middlebury education is precisely this transcendence of oneself and one's own concerns, and while for some this transcendence may come through the study of other people and other tongues, for others it will come through the hard study that brings an understanding of physics or philosophy, mathematics or music.

The rest of this publication will describe the people, programs and facilities that compose Middlebury College. It was not the natural and easy course to found a college in a Vermont village in 1800; it had to be a matter of conscious choice. Education at Middlebury continues to be a matter of choice, not drift. This will to educate creates a particular spirit of independence and pride which stamps Middlebury, for all it shares with others, as unique.

The Middlebury Student

Middlebury has been highly selective in its choice of applicants, and this is clearly reflected in the academic records of the entering classes. Nearly two out of three of the matriculating students rank in the top 10 percent of their secondary school class. Their scores on standardized tests are similarly impressive. As important as these factors are in determining a student body of the highest quality, the College seeks more than test scores or grade averages. Middlebury is looking for students who are intellectually hungry and who are willing to engage and wrestle with the issues of our times. Students who will contribute to the diversity of our community gain admission because of a demonstrated drive to achieve and excel, even when they may not have the highest standardized test scores or hail from the most prestigious secondary schools in the country. A talented writer, a dedicated painter or performer, or a creative computer programmer may be chosen because the College believes that he or she will add a special dimension to the community.

The College's 2,000 undergraduates (equally divided between men and women) represent 48 states and 59 foreign countries. In 1990–91, 37.5 percent came from New England, 28.5 percent from the Middle Atlantic, 11 percent from the West, 7 percent from the Midwest, and 9 percent from the South.

Middlebury's admissions policy is racially and religiously nondiscriminatory, and all major religious faiths and racial groups are represented. The College plans for a 50:50 ratio of men and women students. Middlebury is making special efforts to recruit students of color. In addition, a rural outreach program within the Admissions Office focuses on first–generation, college–bound students of modest financial means. Students are admitted without regard to financial need, and for many years the Office of Financial Aid has succeeded in meeting the demonstrated financial need of all entering freshman.

Any personality sketch of Middlebury students must be overly broad and highly subjective. Students who matriculate at Middlebury have high academic aspirations. They are bright, intellectually inquisitive and almost everyone seems to be "into something" – from rappeling to madrigals. Fortunately, with such a range of enthusiasms, students display extraordinary tolerance. There seems to be very little pressure at Middlebury to conform to any present image. Athletes, ballet dancers, rock faddists, debaters, violinists, electronics experts and gourmets not only coexist but interact in a series of social patterns which defy normal stereotypes.

The Faculty

Approximately 90 percent of the full–time Middlebury faculty who teach in degree granting programs have received their Ph.D. degree or the equivalent terminal degree in their field. Faculty choose Middlebury because of the teaching opportunities it affords. Simply put, excellent faculty like to have excellent students. Here is how one faculty member characterizes teaching at Middlebury:

> Professors have a relationship with students that makes teaching at Middlebury an experience of joy and self–fulfillment. Many classes are seminars. Lecture courses with large enrollments have generally one hour of group discussion each week. Senior majors write a thesis under the direction of a professsor. Because of the structure of learning, teachers and students communicate with each other in a personal and dynamic way. After lectures, students do not shuffle out of classrooms mutely and indifferently. There are always some deeply involved and responsive students who remain to ask questions and to dispute the instructor's interpretation or argument. Facing the challenge of such intellectually aggressive and critically alert young minds, professors cannot rest contentedly with the knowledge that they have acquired in graduate school.
>
> At Middlebury, teachers must be students, learning continually, posing new questions, looking at old questions from a fresh perspective and reevaluating old views. Because of close and frequent contacts with students as individuals, teachers have the opportunity to watch them develop in mind and spirit from the beginning to the end of the semester, from freshman year to graduation. As a result, Middlebury professors have the wonderfully gratifying experience of knowing that they have made some contribution to the lives of their students. What, above all, makes teaching at Middlebury a rewarding vocation are the special qualities that professors discover in the students. In strange and unexpected ways, Middlebury students can be so responsive and appreciative, sensitive and kind.

Just as students value the manageable size of the College, faculty are attracted to Middlebury because they know that they are treated as full colleagues in their department and can have an immediate impact on programs and patterns of teaching. It is a young faculty – the average age is 42. Of 220 faculty members, 182 are full–time classroom teachers, for an effective student–faculty ratio of approximately 11:1.

Middlebury College is preeminently a teaching institution. Faculty who come to Middlebury make a career decision that makes teaching the ultimate end of research and publication. The College believes firmly in the notion that research is vital to faculty in order that they may remain at the growing edge of their discipline – but research at Middlebury always leads

back to the moment of confrontation in the classroom. One can gather some idea of the varied interests and accomplishments of the faculty from a random selection of recent publications.

SOME RECENT FACULTY PUBLICATIONS, AWARDS, AND EXHIBITIONS

Julia Alvarez, *How the Garcia Girls Lost Their Accents*, Algonquin Books

Alicia Andreu, *Modelos Dialogicos en la Narrativa de Benito Perez Galdos*, John Benjamins Publishing

John Bertolini, *The Playwriting Self of Bernard Shaw*, Southern Illinois Press

Priscilla Bremser, Peter Schumer (and L. Washington), "A Note on the Incongruence of Consecutive Integers to a Fixed Power," *Journal of Number Theory*

Catherine Campbell, "Political Transformation in Wu Zuxiang's Wartime Novel *Shanhong*," *Modern Chinese Literature*

Sunhee Choi, James Larrabee (with Wanda Phillips '89), "Kinetics of Pentaaminenitritocobalt (III) to Pentaaminenit (III) Linkage Isometrization, Revisited, "*Journal of Chemical Education*

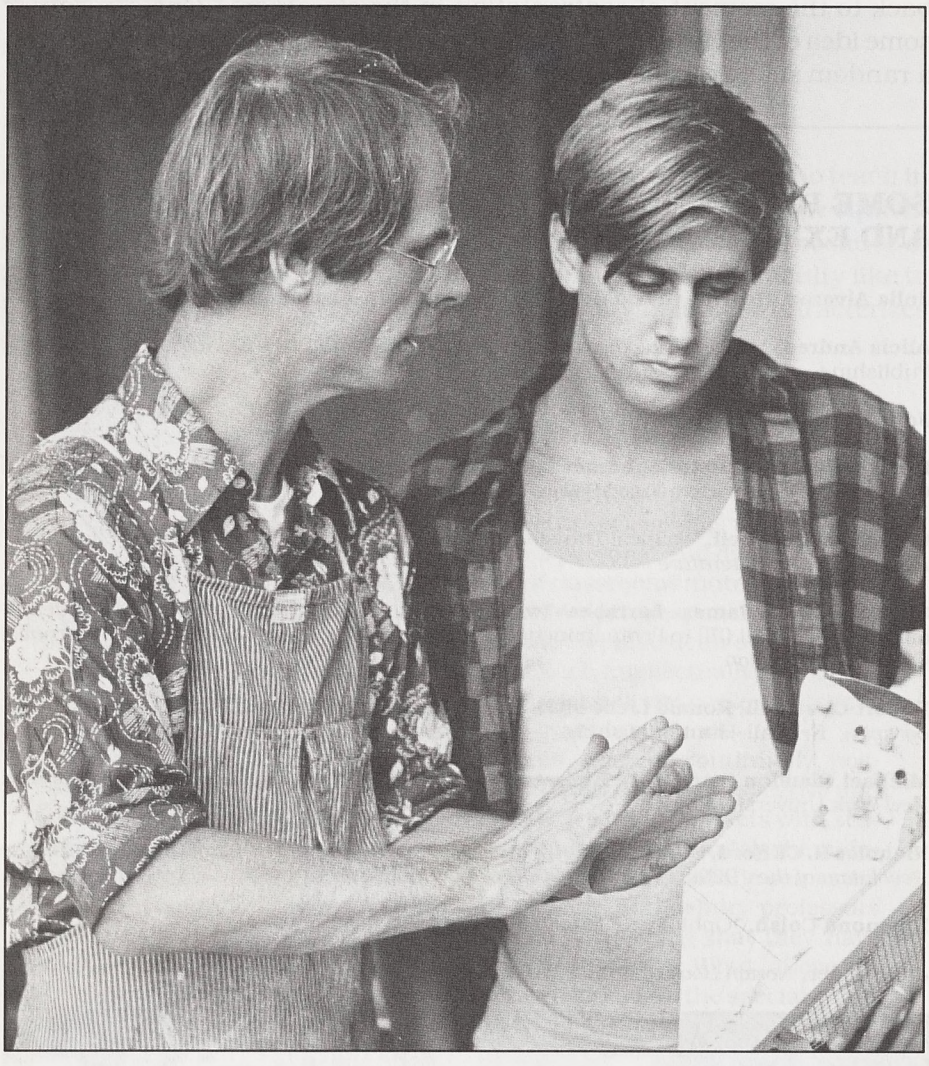
Robert Churchill, Ronald Liebowitz, *The Geographic Perspective: Exercises in Human Geography*, Kendall–Hunt Publishing

Michael Claudon (and David Audretsch), eds., *The Internationalization of U.S. Markets*, New York University Press

Nicholas R. Clifford, *Spoilt Children of the Empire: Westerners in Shanghai and the Chinese Revolution of the 1920s*, University Press of New England

Raymond Coish, "Ophiolites," *Magills Survey of Science*

John Elder, *Norton Book of Nature Writing*, W.W. Norton



Honorée Fleming (with R. Blumenthal and E. Gurpide), "Regulation of Estrogen Receptor Levels in Endometrial Cancer Cells," *Hormones and Cancer*

Leger Grindon, "From Word to Image: Displacement and Meaning in Greed," *Journal of Film and Video*

Diana Henderson, "Joyce's Modernist Woman: Whose Last Word?" *Modern Fiction Studies*

Michael Kraus, *Perestroika and East–West Economic Relations: Prospects for the 1990s*, New York University Press

Marjorie Lamberti, *State, Society, and the Elementary School in Imperial German*, Oxford University Press

Tamar Mayer, "Consensus and Invisibility: The Representation of Women in Human Geography Textbooks," *Professional Geographer*

John McWilliams, *The American Epic: Transforming a Genre*, Cambridge University Press

Brett Millier, "Modesty and Morality: Elizabeth Bishop, George Herbert, and Gerard Manley Hopkins," *Kenyon Review*

Paul Monod, *Jacobitism and The English People, 1688–1788*, Cambridge University Press

Margaret Nelson, *Circles of Care: Work and Identity in Women's Lives*, State University of New York Press

Robert Pack, *Before It Vanishes: A Packet for Professor Pagles*, David Godine Press

Jay Parini, *The Last Station*, Henry Holt & Company

Ron Powers, *The Beast, The Eunuch and the Glass-Eyed Child: Television in the 80s*, Harcourt Brace Jovanovich

Stephen Ratcliff (and D.V. Guerra), "Stellar Orbits in Angle Variables. II. Two-Dimensional Orbits in a Rotating Potential," *Astrophysical Journal*

Carol Rifelj, "Cinderella and the Ogre: Women in Fairy Tales and Sade," *Romanic Review*

Burke Rochford, "Factionalism, Group Defection,and Schism in the Hare Krishna Movement," *Journal for the Scientific Study of Religion*

Steven Rockefeller, *Religious Faith and Democratic Humanism: An Essay in the Life and Thought of John Dewey*, Columbia University Press

Thomas Root, "Scorpion Neurobiology," in *Biology of the Scorpionida*, Princeton University Press

George Saul, "Gene Map of the Parasitic Wasp Nasonia vitripennis (=*Mormoniella vitripennis*)," in *Genetic Maps*, Cold Spring Harbor Laboratory Press

Sallie Sheldon, "More on Snail Herbivory: a Reply to Bronmark," *Ecology*

Catherine Sokil, "Hungarian Financial and Labor Market Reforms: Developing Conditions for the Market Mechanism," *Eastern European Economics*

Stephen Sontum (with Mac King '89 and Bob Pitha '85), "A Laser Refraction Method for Measuring Liquid Diffusion Coefficients," *Journal of Chemical Education*

Richard Wolfson (with Pasachoff), *Physics, Extended with Modern Physics*, Little, Brown & Co.

John Weeks, *A Critique of Neoclassical Macroeconomics*, Macmillan and St. Martin's Press

Clara Yu, *Chinese Survival Manual and Language Laboratory*, The Hyperglot Software Co.

Patricia Zupan, "Dante's Ulysses: Toward Recovering a Primordial Language," *Romance Languages Annual*, Purdue University Press

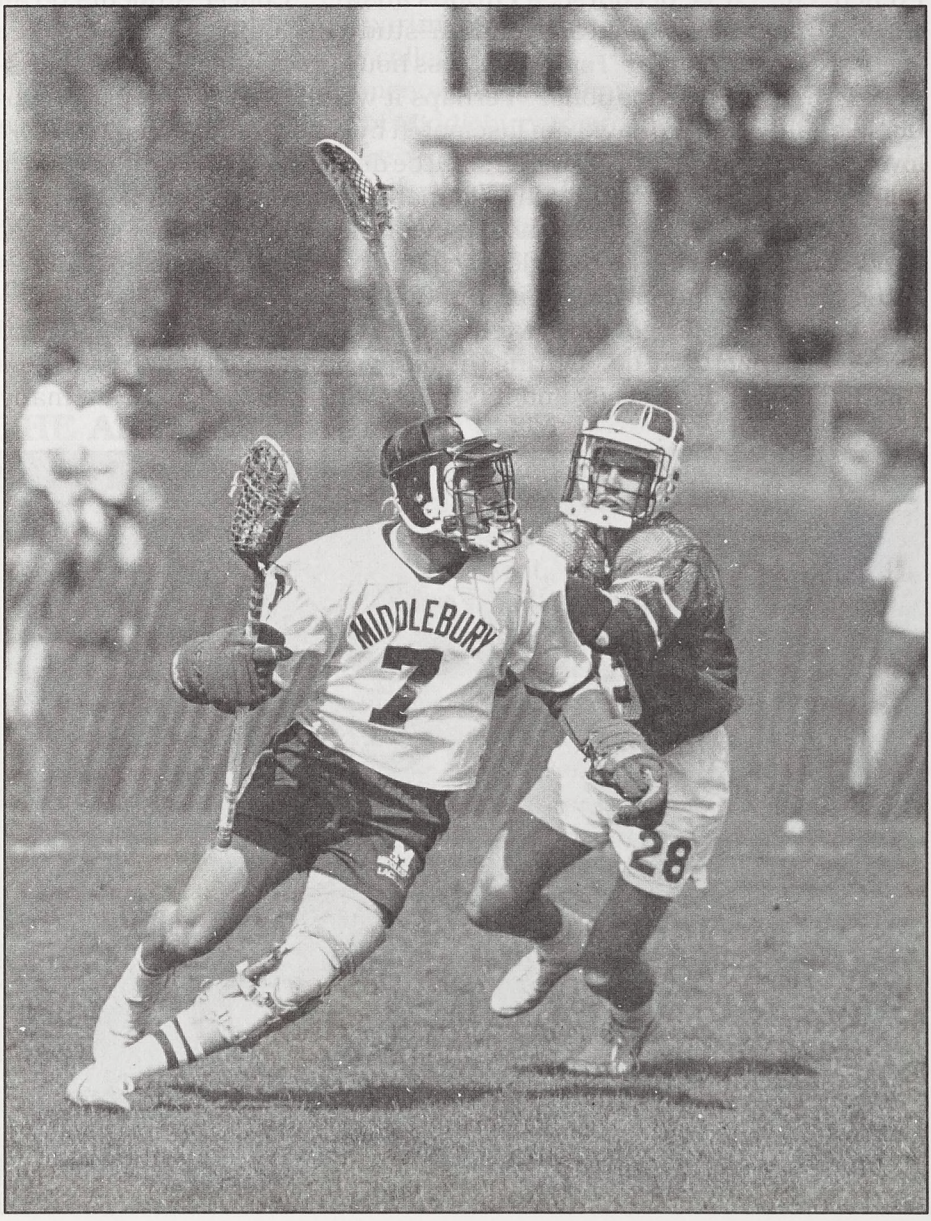
What Is "Higher" in Higher Education ?

Some years ago, a national educational journal recounted the story of a professor called in to mediate a dispute about a grade. A student in a certain physics course had been asked to explain how one could determine the height of a tall building by means of a barometer. The answer was given an F, and the student objected that, on the contrary, the answer was perfectly correct according to accepted physical principles. When the outside mediator was called in, he had to agree that the student had a point. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground and measure the length of the string." Nevertheless, it was agreed that the student should be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been used, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method, would be to start at the base of the building and measure the building by laying the barometer along the walls to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on his door and when he answers, say to him, 'Here, I have this fine barometer which I will give you if you will tell me the height of this building.' " The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.

What is illustrated by this story is not mere cleverness, but rather considerable appreciation by the student of the fact that questions are a function of contexts which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks the students con-

tinually to appraise and evaluate not simply answers but the contexts of both questions and answers. The student is not merely an intermediary between the professor's lecture, a notebook and the final exam. In higher education he or she comes to appreciate "from above" the reasons why people ask certain questions in the first place, how they might have asked different questions and how any answer functions only when the origin of the questions and its context are comprehended.



"What are you going to do at college?"

The conventional answer is, "I plan to study/major in history, physics, French, etc." It is, of course, a curious answer. College students do all sorts of things – a few even actively non–study. It would probably be more accurate for them to say "I spend endless hours reading/memorizing Russian verbs/solving equations." Perhaps it would better convey the emotional quality of life to say "I am fascinated by theory/I am bored witless/I love playing soccer." Those matters will be discussed in the next section of this booklet, but for now the conventional answer can be addressed. Students do identify their college activity with their major field of study. At Middlebury, majoring in a single discipline or combination of disciplines is the primary requirement for graduation.

A large percentage of first year students expect to change majors and indeed many actually do. During the first year and sophomore year this can usually be done easily and it is an obvious good. There are many

wholly new subject areas at the college level that no first year student is likely even to consider prior to coming to college. Philosophy, economics, sociology, anthropology and psychology are normally begun at the college level. Many old scholastic friends like English, mathematics, history, languages and science may take on a range of complexity, depth and subtelty which transforms them into qualitatively different subjects from those earlier studied. Major choices based on secondary school experience are not completely trustworthy and students are actively encouraged to consider new options.

Since departments and departmental choice are so important to a student's self–identification as a college student, a brief presentation of the Middlebury academic departments and programs is as ready a means as any to describe the meaning of Middlebury to prospective students. The departments are arranged here according to the four divisions of the College: Humanities, Social Sciences, Foreign Languages and Natural Sciences. There is a brief sketch of the program, personnel and "personality" of the department, a listing of some current research interests of the faculty and a list of typical course programs. Concluding this section, there is a description of non–departmental majors and of certain academic programs which do not offer majors.

THE ARTS AND HUMANITIES

Why do students major in English or the other disciplines of the humanities, such as American literature, philosophy or religion, since relatively few take up careers as poets, philosophers or divines? Two reasons should be singled out for special comment. Both English and American literature are many–faceted studies. They do not so much define a discipline as carve out a subject matter which is approached from many directions – critical, historical, technical, aesthetic and creative. In addition, these two literary disciplines share with their more ancient companions in the humanities, religion and philosophy, a particularly intense interest in individual human experience. The social sciences, as their name implies, are more concerned with communities, culture, and the generalizable and formulable regularities of human activity. The humanities may focus on how it feels for the single person to live, like Hamlet or Jay Gatsby, with noble dreams in a declining age. Whether it is the poet giving verbal form to the sensitivity of an age, the philosopher searching out the foundations of the moral law and knowledge, or the prophet confronting the ways of God, the humanities point uniquely to the most personal core of human experience.

The departments of Art, Music, and Theatre, Dance, Film/Video complete the roster of the humanities. In these fields, too, personal, individual expression is central but they differ from the literary humanities because of the emphasis on *making* in addition to verbal self–reflection and knowledge. Students in these fields – even those working in the more theoretical

aspects of the subject – are expected to design, compose, create, or perform as well as know.

American Literature and Civilization

Middlebury may well be unique among this country's liberal arts colleges in offering opportunities for the systematic study of American literature and civilization within a separate department of instruction which is not simply a sub–division of a larger English Department. The very fact that such an arrangement has existed here for more than half a century serves to indicate the seriousness with which this field of study has traditionally been regarded (the distinguished Abernethy Collection of American Literature in Starr Library is another such indication); it also helps to explain the particular intensity and the sense of intellectual commitment which teachers and students working in this area over the years have continued to bring to their exploration of the nation's imaginative life.

The department offers two different majors, one in American Literature and one in American Civilization. The American Literature major seeks to provide a detailed understanding of the nation's principal writers and literary movements as they have developed historically from the colonial period to the present day. The American Civilization major, which is interdisciplinary in character, is concerned with developing an informed awareness of the momentous but often subtle processes of change which have taken place in the cultural life of the United States. Requiring students to achieve a certain range as well as in their studies by completing courses in a number of participating departments, this major offers the possibility of a comprehensive grasp of the outlines of American culture as that culture manifests itself in significant historical events, in institutions, in the arts, and in general philosophical ideas, values and predispositions. Students will also study one other culture so that claims for Americanness can be comparatively determined. Although the focus of these two majors is somewhat different, each concerns the diverse elements of American experience not in isolation, but in their illuminating relations to one another.

Art

Art thrives at Middlebury. The Department of Art, housed in the handsome Christian A. Johnson Memorial Building, includes a painter, a printmaker, a sculptor, a photographer, and seven historians of art and architecture. The art collection has developed to include fine teaching examples of virtually every major movement in art. In addition to its outstanding faculty and broad curriculum, the department brings a number of visiting artists to campus each year. It is not surprising that, under these fortunate circumstances, student interest in art has been intense.

The Art Department offers courses in both the history of art and studio because they complement and reinforce each other. Art history provides a critical study of aesthetic ideas and works of art in context, while the ac-

tual experience of painting, drawing, sculpting and photographing heightens and activates the student's sensibilities. Art can be a source of pleasure, but with understanding it can become even more. The aim of the program is to spark and develop this understanding and appreciation of the visual environment, whether as an introduction to later professional study in art or architecture or for rewarding personal intellectual discipline and enrichment. Here the student can learn to interpret and respond to art as visual communication, gaining new access to distant or obscure cultures as well as enduring, meaningful and absorbing insights into the contemporary world.

English

It was one of H.L. Mencken's prejudices that "any human being who can speak English understandably, who can think in English at all, has the materials necessary to express ideas, and to write English clearly, even beautifully." Except for Mencken, it isn't quite that easy; therefore, to read analytically and imaginatively, to write clearly, and to speak effectively are skills which the English Department seeks to foster along with knowledge of the range of sensibilities within the tradition of literature written in English.

The teaching of these skills is reflected in the department's offerings: courses in the College Writing Program, the genre and period courses, seminars, independent work, the Senior Program, and the creative and expository writing courses. In a typical term, for example, a student electing a writing–intensive course in the English Department may choose

among Interpretation of Literature (Chaucer, Shakespeare, Milton) and the writing of essays, fiction or poetry. A similar diversity carries through subsequent upperclass offerings and into the seminar program.

The department seeks to stimulate the oral and written discussion essential to reflection about literature. Thus, most courses are limited in size to make the discussion of texts and of student writing possible. Larger lecture courses have discussion sections or are limited to about thirty–five students. The writing courses and seminars rarely exceed enrollments of fifteen. Senior major encouraged to undertake tutorials in literature or writing, whereby they work closely with individual faculty members, often in pursuit of departmental honors.

The major is a challenging one. It is elected by students committed to reading and writing about literature. They follow a program of courses and of independent preparation culminating in a Senior Program that may include an extended independent writing project.

In most professions the abilities to think critically, to read perceptively, to write cogently and to speak persuasively are preconditions for success. In 1926 (predicting, perhaps, the stock market crash of 1929) Mencken wrote that "Harvard turns out ten times as many bond salesmen every year as metaphysicians; persons of literary skill, aspiration, originality, and genuine charm should be sucked automatically into enterprises of a greater complexity and subtlety." Then, as now, responses to literature are complex and subtle. At Middlebury what Mencken thought was Harvard's imbalance tips the other way, for Middlebury in the 1980s turns out more metaphysicians than bond salesmen: in a typical year about 20 percent of all graduating seniors are English majors. Some go on to graduate school in literature or writing, and then into teaching, and others elect from a diversity of vocations: law, medicine, journalism, banking; some even sell bonds.

Music

Music takes on a special flavor when taught in a liberal arts environment. Students and faculty both benefit from maintaining ties with other departments and disciplines. Such is true of music at Middlebury where the department shares the Johnson Memorial Building with the art department, and where our classes consistently have a healthy mix of majors and non–majors. The music faculty is committeed to the liberal arts, and we are confident such an enriching environment provides our students with a better education than could be obtained in the isolated environment of a conservatory.

Middlebury music students are active and are expected to develop and maintain interests in and outside of music. The department encourages students to devise joint majors that allow them even more opportunities to combine their love for music with other liberal arts studies. Our department is small, and faculty and students work together closely. This personal attention allows students a great deal of freedom in their course of

study. Music majors end up pursuing a variety of careers, realizing that the discipline of music prepares them for many seemingly unrelated fields.

We are especially proud of our blend of studio instruction and classroom study, a combination which thrives in the liberal arts setting. Our music faculty correspondingly lead double lives as performers/composers and classroom teachers/scholars. Around a core of classroom offerings in music theory, composition, analysis and history/literature, students take private lessons, and play or sing in the choir, chamber orchestra, Sound Investment stage band and ensembles they have organized themselves. Many students opt to give a solo recital as a senior project, though public performance is only one possiblity for senior work.

Music at Middlebury benefits from several special facilities rare at a college of its size. A separate music library, also housed in the Johnson Memorial Building, has a collection of over 15,000 recordings, scores, periodicals, and reference books apart from the collection in the Egbert Starr Library. Students also work in the Helen Hartness Flanders Ballad Collection with its rare holdings pertinent to Vermont traditional music. And the department maintains a digital electronic and computer music studio featuring a state–of–the–art synthesizer, the Synclavier II, with Sample–to–Disk capability. This studio, in a space large enough to allow classroom instruction, is one of the best of its kind in New England.

In 1991 the music department and its activities will be moving into the College's new performing arts center. This magnificent new facililty will house a new music library, a concert hall, practice and rehearsal rooms, a computer–assisted instruction facility, dance theatre, an experimental theatre and an art gallery. With the music, dance, theatre and video programs sharing this space, we look to a dramatic increase in interdisciplinary activities.

Philosophy

Many entering Middlebury students indicate that one of their primary aims in college is to develop "a personal philosophy of life." However, this interest does not translate immediately into large numbers of philosophy majors. A personal philosophy certainly may appear desirable, but there are practicalities, after all. What do philosophy majors do when they graduate? As a matter of fact, philosophy is probably as fine a training for law school as any major, since it requires constant, dispassionate attention to intricate arguments on very complex and often emotionally charged issues. It is the apparent overwhelming nature of the questions which philosophy considers that often dissuades students from pursuing the subject. The questions are so important that the kind of rational, "arm's–length dealing" which philosophy requires seems almost to deny the urgency of the issue. But one of the clear attractions of philosophy to its practitioners is the opportunity to discourse in depth and at length on topics which most people consider too loaded for polite conversation.

Students intersect with the philosophy program in three ways. There are the majors who are asked to explore three central areas: ethics and social philosophy, philosophy of science and theory of knowledge, and history of philosophy. Students looking for a quick once–over of a discipline where tourism is never leisurely are offered a variety of historical and problem–centered courses. Finally, many students have their primary contact with philosophy through various "philosophy of" courses – art, law, religion, education, history, science, language and social science – which relate to their major fields of study.

Religion

Religion is a universal human phenomenon, appearing in all cultures. The religions are many and diverse, but each religion is an expression of the active relationship of a people to what it considers to be the sacred. The sacred has been conceived in a variety of ways, but in general the religions have regarded the sacred as that upon which human life is ultimately dependent for liberation and fulfillment. Learning about the world's religions entails developing an appreciation of different ways of living in relationship to the sacred, and it involves studying the history of "great ideas" – regarding the divine, the ideal, the self, human destiny, good and evil, appearance and reality, freedom and bondage, faith and despair, wisdom and ignorance, life and death, time and eternity. A knowledge of the relig-

ions provides insight into the beliefs, attitudes and practices that distinguish the world's major cultural traditions from one another, and it also discloses needs and values that are widely shared.

The Department of Religion offers courses in the critical study of religion, emphasizing historical, comparative, psychological, ethical, theological and philosophical inquiries. The department focuses special attention on the history of various great religious traditions, exploring their changing social context and the evolution of their practices and thought. A number of courses in the history of religions adopt a comparative approach, which can be very illuminating. Other courses explore the nature and meaning of religious experience in the light of modern psychology, while the courses in theology and the philosophy of religion consider various old and new ways of clarifying the meaning and examining the truth of religious beliefs. The study of religion is an interdisciplinary undertaking, and, therefore, the department works cooperatively with other departments, including Classics, History, Philosophy, and Sociology–Anthropology.

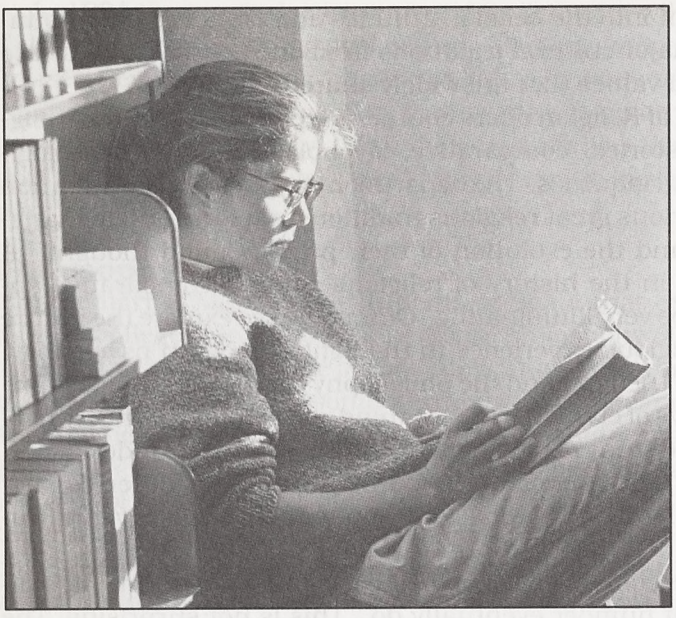
Very few students come to college expecting to take courses in religion – and yet a significant number eventually do. This is not surprising. The college years are a time of exploring and testing values and beliefs, and the study of religion can be very helpful in this regard. Many students take a religion course in order to acquaint themselves with a classic text like the Bible or the Bhagavad Gita or to clarify their understanding of the idea of God, moral values, or mysticism. Almost inevitably they are struck with the range and depth of religious phenomena, the intellectual and emotional power of the texts, and the engagement of the faculty in their subject matter. Very few who then decide to pursue further course work intend to be priests, ministers or rabbis, even though the College has produced graduates in each category.

Theatre, Dance and Film/Video

Students in this department have the opportunity to synthesize a wide spectrum of academic disciplines. Faculty argue persuasively that their curriculum amounts to a whole liberal arts education in miniature: literature, psychology, aesthetics, artistic design, dance, music, film, video, electronics, engineering and certainly some moral discipline.

The department offers a kaleidoscope of subjects, including courses in acting, directing, design, dramatic literature, playwriting, modern dance technique, improvisation, composition, anatomy and kinesiology, film study, video–making and screenwriting.

Public presentation of creative work provides a vital and rewarding aspect of our programs. Currently performances occur mainly in Wright Theatre, our 400–seat proscenium stage, which boasts one of the few computerized lighting systems in this region, but we look forward with great anticipation to the opening of our new fourteen million dollar Arts Center in the fall of 1991. In addition to a concert hall and art gallery, the Arts



Center will house a new studio theatre and a new dance theatre which are among the most innovative and imaginative performance spaces in the country.

In emphasizing both theory and practice, the theatre program has placed students into the best graduate schools in the country, both in the area of performance and in the area of critical studies. Those wanting practical experience in the profession also have the opportunity to be cast in productions mounted by The Potomac Theatre Project, a professional Equity Theatre company associated with Middlebury College, which produces a season of theatre each summer in Washington, D.C.

The study of film, television and video includes practical work (screenwriting, film/video making) and the history, criticism and aesthetics of the moving image (film, television, video). While the major purpose of the program is to stimulate knowledge and appreciation of these important art forms, some attention is given to the way in which film, television, and video reflect the value systems, aesthetic ideas and intellectual concerns of this century.

Facilities in Dana Auditorium, Sunderland Center and Twilight Hall are among the best in the nation for film/video study, and the College maintains a major collection of classic and contemporary films on videotape.

Dance–making, in the modern/post–modern idiom, lies at the center of the dance program. Improvisation, composition, experiential anatomy, technique, reflection and critical studies support the creation and presentation of original work by students, faculty and guest artists. Performances are formal and informal, traditional and experimental. For qualified

dancers, The Dance Company of Middlebury offers concentrated performing and touring opportunities. Multi-modal intelligence—the ability to perceive, process and respond to self and others on as many levels as possible—is introduced, supported and offered form through dance.

SOCIAL SCIENCES

Perhaps more than any other area, the social sciences form the mainstay of the undergraduate curriculum. Economics, geography, history, political science, psychology and sociology–anthropology are among the most frequently selected majors in the College. Students who choose to major in the social sciences often see the various departments as directly relevant to career interests. Those planning on business and management careers may see economics as good preliminary training. History and political science are traditional foregrounds to the law and public service; sociology–anthropology and geography have demonstrated their direct usefulness in everything from educational reform to city planning, while psychology, with its particular emphasis at Middlebury on precise work related to the life sciences, has served as a stepping stone to medicine.

The departments in the social sciences provide a good undergraduate base for the careers indicated, but most majors stay with a discipline because of its sheer intellectual appeal. Many students have preconceptions about the character of the social science disciplines and almost invariably are surprised to discover that these preconceptions were wide of the mark. It is this sense of discovery, rather than narrow careerism, that best sustains a choice of major.

Economics

In recent years, economics has been a popular subject not only at Middlebury but across the country. Part of the reason is a belief that the study of economics is the same as the study of business. While economics considers business and business uses economics, economics is not a busness major. It is a social science which considers how economic forces influence society.

Economics is a relatively new science which came into being only with the creation in modern times of a market economy. Economic thinkers from Adam Smith onward have been important shapers of public policy. Studying economics gives the student insight into current events as well as providing a framework within which one can answer a wide set of complicated questions. The answers arrived at are not always pleasant but they are generally insightful and worthy of consideration.

Geography

Geography shares with the other social sciences the goal of understanding the human condition, but geography examines social issues from a unique spatial perspective. Simply put, the concern of modern geography

lies in understanding how phenomena are distributed in space. Global patterns of crop yields, the arrangement of highway networks and the structure of urban areas are only a few examples of spatial distributions that interest geographers. More exciting than such distributions themselves, however, are attempts to understand why they vary in pattern and intensity from place to place and how they change through time. Implicit in geography's concern with spatial distributions is the fact that space itself influences individual and collective attitudes and actions.

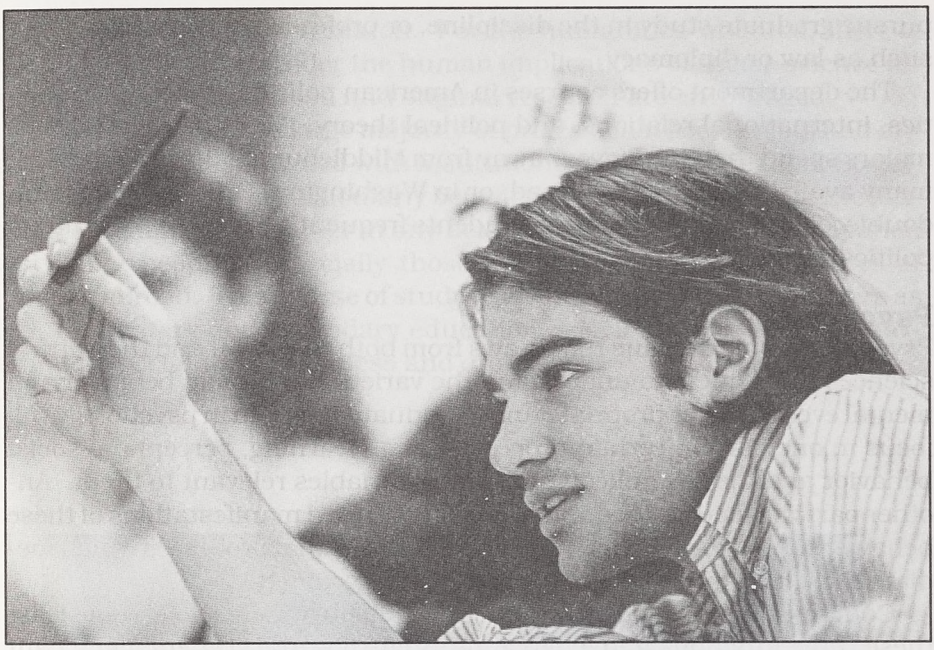
Modern geography is less concerned with memorization of mundane facts about the uniqueness of far away places than it is with understanding similarities in form and function among places. The velvet arm chair, leather globe and parchment maps of the nineteenth century practitioner have been traded for computer modeling, intensive laboratory and field experiences, and a variety of quantitative and analytical tools. Today's geographers serve as policy makers in the public and private sectors, addressing issues in resource management, planning, transportation, health and other problems related to the spatial organization of society.

The emphasis in the Geography program at Middlebury is on learning to ask the right questions, and applying rigorous analytic techniques in seeking the answers. Middlebury students find that the local environment poses a number of interesting research problems, but the department also has a tradition of study in many diverse environments and cultures, and there continues to be a strong focus on work at the international as well as the regional and local levels.

History

History is the study of change, and of the ways in which human beings meet change. Our present values, beliefs, our institutions and the ways we live are all the outcome of a long process of evolution, and cannot be understood without a comprehension of that process. Although at Middlebury the discipline forms part of the Division of Social Sciences, history has always been considered one of the great branches of humanistic inquiry and reflection, for in its examination of the ways in which men and women have met times of change in the past, and the ways in which in turn they have transformed themselves, it encourages us to transcend the narrow outlook of our own times, our own society, our own culture and our own nation. Whether we undertake the study of medieval French peasants, merchants in colonial America, or twentieth century third world revolutionaries, we will inevitably come to understand more not only about the world around us, but about ourselves as well, however different may be our situation from that which we study.

The study of history, moreover, provides a balance of normally separate virtues – large drama combined with care for detail, moral interest combined with empirical research. The History Department at Middlebury offers a wide diversity of courses covering different parts of the world. Although American history has been the most popular subfield, there is



particular strength in European, Asian, African, and Latin American history, as well as a growing interest in the history of the Middle East. Students are guided through a carefully constructed program of diversified requirements that prepare them to write the senior thesis, the capstone of their academic careers. In sum, the Department believes that training in research, critical analysis and writing is crucial for a liberal arts education and for the world beyond the classroom.

Political Science

Political Science is concerned with the most critical questions facing any social order: Who participates? Who benefits? How is order maintained?, not only in the United States, but in nations around the world, and in relations among nations. These are descriptive questions, but they raise issues that have normative components. To ask who should participate, who should benefit, and how order should be maintained, is to ask, what is justice?

Political Science employs a variety of methods to consider questions like these in a disciplined and rational manner. "Rationality" is conceived in two ways in the discipline and both are represented in the department. One way is through the empirical study of political phenomena – augmented in recent years by extensive use of computer data and modeling; the other way is through the study of the philosophical works of classical and modern political theorists and the reflections of statesmen. In this manner the department seeks to educate its students in the tradition of the liberal arts and sciences, to prepare them for responsible and thoughtful citizenship, and to offer the proper foundation for students who wish to

pursue graduate study in the discipline, or professional training in fields such as law or diplomacy.

The department offers courses in American politics, comparative politics, international relations, and political theory. Many political science majors spend their junior year away from Middlebury, either in one of the many available programs abroad, or in Washington, D.C. Through joint, double, or international majors, students frequently integrate the study of politics with a foreign language.

Psychology

Psychology is a discipline that draws from both the social and the natural sciences in its quest to understand the varieties of human behavior and mental events. An appropriate undergraduate program in psychology will focus in one part on certain processes: e.g., learning, perception, social behavior and the controlled study of the variables relevant to them. Another part will focus on the abnormal or disturbed manifestations of these behaviors. A third part will focus on intra–individual processes which mediate these behaviors, whether normal or disordered.

Course offerings in psychology at Middlebury College serve at least these three functions and when appropriate give the student significant research experience. Many students are surprised by the "scientific" bent of psychology at Middlebury. Popular images of "psychology" as an instant key to and sudden cure of the troubled human self distort the theoretical and practical complexities of the subject. Psychology is truly a young science, although its rise has been extraordinary in this century. The department's interest in precision, control and experiment reflects a legitimate desire to substitute validated truth for mere conjecture and opinion.

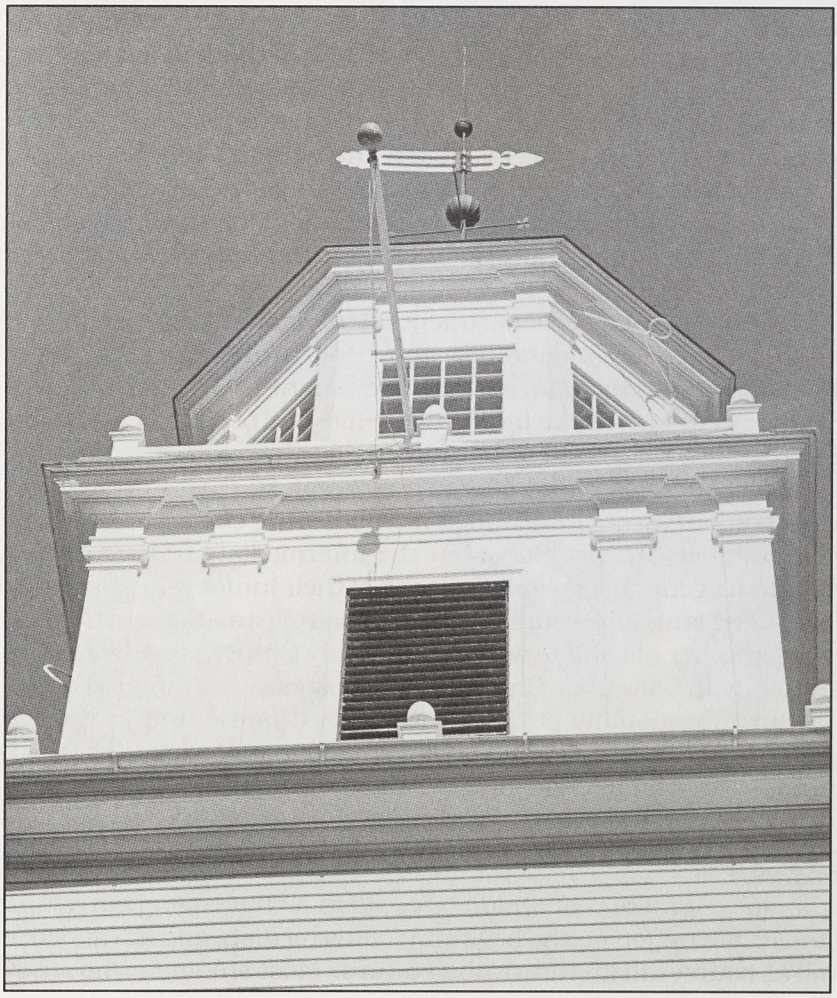
Sociology–Anthropology

Sociology–Anthropology has the distinct advantage of combining exposure to two disciplines within a single department. A special effort is made to help students capitalize on these two complementary perspectives. Students are encouraged to study comparatively those social institutions covered by both anthropologists and sociologists: family, kinship, and gender roles; stratification and inequality; religion and ritual; work and economic behavior. Students often devise their own programs of area studies using the resources of other departments. Sociology–Anthropology offers course work in Latin America, Asia (especially China and India), Africa, Afro–American cultures, and North American Indian cultures. Several courses deal with American society and its social problems: medicine, education, work, social movements, deviance, community structures and majority–minority relations.

The department blends both the scientific and humanistic dimensions of sociology and anthropology. For the science–oriented, there is the opportunity to engage in original research or to perform analyses on data

gathered during senior research. For the humanities–oriented, there is the opportunity to consider the human implications of social–science research. Field work abroad and original research are encouraged.

In career terms, the large majority of professional sociologists and anthropologists are connected with institutions of higher education. Sociology–Anthropology is a particularly beneficial liberal arts major for the student contemplating a career in any field involving extensive participation with other people – especially those representing different cultures at home or abroad. This course of study leads naturally into such careers as law, elementary and secondary education, social service overseas, government, social work, business and diplomacy.



FOREIGN LANGUAGES

Middlebury College has an international reputation in foreign language studies, and in many ways sets the standard for the field. The College offers a particularly broad range of courses in foreign languages, literatures and cultures. Chinese, French, German, Greek, Hebrew, Italian, Japanese, Latin, Russian and Spanish are offered in the regular academic year, while the eight Language Schools provide an opportunity for intensive summer study in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. All such courses carry credit towards the bachelor's degree and are open to non–language as well as language majors.

Many language majors will wish to take all or part of their junior year at one of the College's schools in France, Germany, Italy, Spain or the Soviet Union. Many international majors and majors in fields such as art history, economics, political science, history, etc. also do so each year.

Chinese

Learning Chinese is an adventure in learning to think in a language dramatically different from Western languages, while simultaneously gaining insights into a complex and rich culture. It takes a lot of hard work to attain meaningful competence in spoken and written Chinese, but there is no substitute for "learning the language" if one seeks a deeper understanding of one of the world's great civilizations. Moreover, becoming proficient in Chinese language and gaining "cultural competency" often leads to exciting career options.

Middlebury's Chinese Department offers rigorous training in Modern Mandarin in first year, second year, third, fourth and fifth year levels. Our beginning and intermediate courses are taught largely in Chinese. The more advanced courses, including two semesters of classical Chinese and a senior seminar, are taught entirely in Chinese. Chinese literature in translation courses are also offered every year.

Most students studying Chinese at Middlebury choose to attend the *intensive* summer Chinese School at the intermediate or advanced level. Our students generally spend part or all of their junior year abroad studying advanced language courses in China or Taiwan. Some students majoring in another discipline will elect to study Chinese to advanced levels and to study in Taiwan or China for a semester of the junior year. Given Middlebury's unusually strong offerings in Chinese and in East Asian Studies courses, students studying Chinese language may choose to major either in the Chinese Department or in the popular inter–disciplinary major program in East Asian Studies.

Japanese

The Japanese program at Middlebury offers a challenging curriculum of language instruction on the beginning, intermediate and advanced levels as well as courses in literature and culture. Most students who study Ja-

panese begin in the fall of their first year and many students participate in Middlebury's intensive summer program, internationally regarded for the excellence of its language instruction. A full year of study in Japan during the junior year is strongly encouraged. Middlebury College is a participating institution in the Associated Kyoto Program and students of the Japanese language have the opportunity to apply for admission for study in Kyoto as well as to university programs in Tokyo and Nagoya. Students with a wide variety of academic interests elect to study Japanese as a complement to their majors and to enhance their career potential. The interdisciplinary East Asian Studies major allows students to study the Japanese language in combination with a broad range of courses in the social sciences.

Classics

The classics are the enduring works of poetry, history and philosophy that we have inherited from Greece and Rome; in them we find not only the

foundations of modern life and thought but also a perennial challenge to modern life and thought. The goal of the liberal study of the classics is to sharpen and deepen our understanding of ourselves by rediscovering our great intellectual and artistic forebears and reconsidering with open minds what they have to teach us.

The Classics Department offers students the opportunity to study great works of Classical literature, history and philosophy in their original languages as well as in English translation. Beginning courses in Greek and Latin introduce students very quickly to authentic selections from such authors as Homer and Plato, Cicero and Virgil, as well as the New Testament and medieval poetry. Advanced courses in Greek and Latin enable students to engage in close study of the greatest works of classical antiquity. Biblical Hebrew is offered at several levels both for its importance in understanding the great classical civilizations and as an adjunct to courses in Jewish studies offered in the Department of Religion.

The department offers a wide range of courses taught entirely in English on classical literature, history and philosophy. Students may also supplement their classical studies with courses in related disciplines (art, English, philosophy, political science and religion).

Junior majors have opportunities to study abroad for one or two terms in any of several programs in Athens or Rome which provide an acquaintance with the art and archaeology of the ancient classical world.

French

The French Department seeks to develop in its students the linguistic ability to pursue in French their various personal and intellectual interests. Beginning and intermediate courses bring students up to a level where they can branch out, and students with more advanced preparation may choose from a broad range of upper level courses in language, literature and civilization.

In addition to the program of study offered by the French Department, there are varied extracurricular activities, centered in the Chateau. Members of the language faculty eat regularly with students in the Chateau dining room, discussing not only their course work, but perhaps a recent film, international events in the news, or an upcoming visit to Montreal.

Opportunity for foreign study is also provided through the Junior Year Program in Paris. Each year many Middlebury students, usually a 50–50 mixture of majors and non–majors, attend the school in France. The first few weeks, beginning in early September, constitute an intensive preliminary session of language work and an introduction to contemporary France. Through consultation with the resident director, students then select from a wide range of courses including art, history, language, linguistics, literature, philosophy, political science and sociology. Courses are taught by French faculty at Reid Hall, at the University of Paris, and at the Institut d'Etudes Politiques.

German

Only some entering freshmen will have studied German previously, and usually only a small number plan to major in German. It says something about the Middlebury German Department, therefore, that it produces a considerable number of German majors. Key to their success is a very carefully thought-out set of teaching materials from all media devised by the staff (a best seller nationally). These materials are used in a unique teaching pattern which minimizes out-of-class preparation but maximizes intensive drill with faculty. This obviously calls for dedication from both student and teacher, but the energy of the department appears to make the whole exercise both profitable and enjoyable. In recent years the German faculty has been adapting imported German network television programs for use in an exciting program at different levels of study.

The German School in Mainz was the first of the Middlebury overseas undergraduate programs, and almost all German majors take advantage of the opportunities provided by this program. The relationship with the University of Mainz is unique in that Middlebury students are permitted to enroll directly in regular university courses.

Russian

Middlebury's Russian program, which enjoys an international reputation for the excellence of its language instruction, offers a varied curriculum covering langauge instruction on beginning, intermediate and advanced levels as well as a range of courses in literature, civilization and culture. The program of each student is planned individually in consultation with the chairman. A program in Russian and Soviet Area Studies allows students to combine the study of the language with courses in the social sciences, an attractive combination for students interested in employment with government agencies or in commerce and industry. In addition to the academic year activities in Russian studies, the College has an established nine week summer Russian School that provides students with intensive study of the language as well as advanced courses in culture and civilization. The Russian School regularly attracts students from several continents. The Russian experience may also be broadened through foreign study. Middlebury College sponsors its own semester-length program at the Moscow State University, open to qualified students who have completed three or more years of study of the language. Select undergraduates may also study in a Soviet university for an entire academic year under an agreement recently signed with the Ministry of Higher Education.

Spanish

The twofold aim of the Spanish Department is to develop in its students a full command of the language as well as a mastery of the rich literature and culture of the peoples of Spain and Spanish America. The introductory courses concentrate on a thorough development of language skills

that will enable the student to take advanced courses in language, literature, culture and civilization. In addition to the diverse courses offered by the department, juniors may participate in the Spanish School in Madrid, upon approval, or, they may opt to study in Spanish America. Majors as well as non-majors are encouraged to take avantage of these opportunities to widen their educational horizons. Middlebury also offers intensive language instruction at the beginning, intermediate and advanced levels as a part of the summer sessions of the Spanish School. The Spanish Club organizes various activities throughout the academic year, and students have the opportunity to dine with faculty members at the Spanish tables in the Chateau.

Italian

The program in Italian meets the needs of Italian and International majors, as well as those of students pursuing double or joint majors. Our program aims to develop a solid command of spoken and written Italian in the context of literary, humanistic, and contemporary culture. To promote awareness of cultural diversity in the College community, we also offer a number of literature courses in translation.

In preparing students for the Italian School and our School in Italy, our elementary and intermediate courses emphasize the development of writing and analytical skills as well as oral proficiency. To achieve competence before participating in the School Abroad, students often attend the Italian School, conducted exclusively in Italian by distinguished faculty from major American, Canadian, and Italian universities. To complete and solidify students' linguistic control and cultural understanding, we strongly recommend at least one semester of study at our School in Italy, in Florence.

The flexibility and the range of course offerings available through Middlebury College, the Italian School, and the School in Italy make our program here at Middlebury the only one of its kind in the United States.

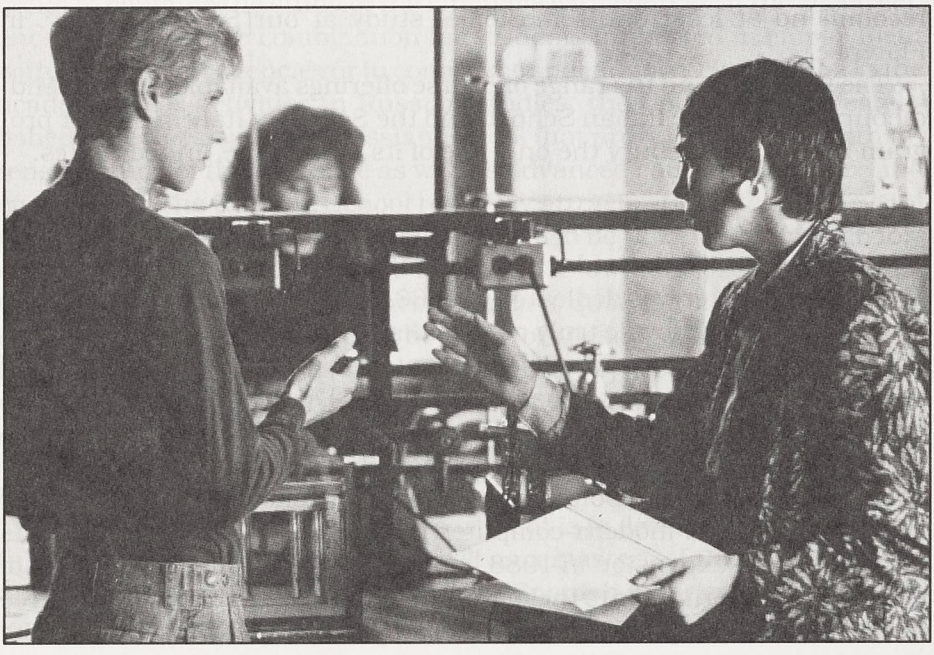
NATURAL SCIENCES

The facilities for the natural sciences at Middlebury College are excellent. The Science Center was dedicated in 1968. It has since been renovated in several phases to provide truly outstanding student laboratories, a modern computing facility, and a Science Center Library housing a majority of the collection relevant to the natural sciences. Lecture halls are equipped with modern audio-visual equipment and access to the mainframe computer. Warner Science, housing mathematics, computer science, psychology, geography and botany, was completely renovated in 1978. Voter Hall has housed a modern computer facility since 1975, and since its renovation and expansion in 1988, has served as the hub of a network of more than 150 terminals to the mainframe computer and more than three hundred microcomputers across the campus. All these facilities reflect

the College's attitude toward the natural sciences. Excellence is our goal, in our teaching, our faculty, our facilities and our students.

Middlebury offers strong major programs in biology, chemistry and biochemistry, geology, mathematics, computer science and physics. An interdisciplinary major in environmental studies, with an emphasis on the natural sciences, is also available to students. The success of our majors in graduate schools, in professional schools, as secondary educators, and in the job force is the best measure of our programs. Strong training in the sciences on a foundation of liberal educati an unbeatable combination. Our philosophy has been to provide students with a faculty, the members of which are themselves engaged as productive scientists. Members of the faculty are available to the students from their freshman year and share their research with juniors and seniors in seminars and in advanced and independent study programs in every discipline. In the past five years, undergraduate science students have coauthored with faculty more than 50 papers and have made presentations about and received grants in support of their research.

The natural science faculty also offers much to non–majors. The scientific approach is introduced in a variety of non–majors courses which invite the students to share in the joys of probing the mysteries of our universe. Science faculty also participate in the freshman seminar program and offer many concentrations which deal with modern and historical questions in the sciences.



Biology

The Biology curriculum provides an excellent liberal education in diverse areas, including cellular and molecular biology, genetics, microbiology, zoology, botany, ecology and animal and plant physiology. Our alumni find that they are prepared for graduate study, medical and other professional programs, teaching, and the general job market. We are delighted that each year substantial numbers of our graduates pursue each of these goals. In the past six years, more than 95 percent of our graduates who have applied to medical programs have been accepted. Alumni who apply to graduate schools usually choose from a number of competing offers. Secondary school teachers who have majored in biology at Middlebury have found a welcome in the nation's school systems, where a growing emphasis on the sciences and mathematics is taxing the supply of teachers.

We are well–equipped to teach biology at every level. Our laboratory equipment includes ultracentrifuges and electrophoresis and scintillation equipment, which are all accessible to undergraduates. Our collections of living animals, plants, bacteria and fungi, as well as skeletons, skins and museum specimens, allow us to illustrate our lectures with examples that the students can examine and handle. Our microbiologist is trained in the latest genetic engineering techniques, and all of the faculty use computers in their teaching or research. Amazingly diverse aquatic and terrestrial systems are within a short drive of the College, and overnight field trips to our High Pond Field Station and to the coast are an important part of several courses.

The department is particularly proud of the scholarly activities of its faculty and their students. Each of us delights in nurturing undergraduate research. Students frequently accompany their mentors to national meetings where students present the results of their work to the broader scientific community. Current faculty research interests in the department include locomotion in scorpions, plant stress physiology, extranuclear inheritance in wasps, mechanisms responsible for the secretion of calcium into milk, reproductive strategies of squirrel populations, competition among aquatic macrophyte species, and human intestinal bacteriology. Our interests are also shaped by those of our students, and our faculty is unique because of the depth and breadth of its interests.

Chemistry and Biochemistry

Chemistry, as the "central science," is a discipline that provides us with the opportunity to study and attempt to understand ourselves and the world around us at the molecular level. Here at Middlebury, we offer Biochemistry and Chemistry majors within the larger context of a liberal arts education.

Introductory courses in General and Organic Chemistry, taken during the first two years, provide a firm foundation of chemical principles on which students can build chemical or biochemical expertise. Courses in advanced organic, physical, inorganic and biological chemistry are avail-

able to upper level students. Throughout the four years students learn chemistry by doing it. Laboratory sections, as well as complete laboratory courses, are taught by faculty members and are kept small so that students receive individualized attention.

Modern chemical and biochemical research probing molecular structure requires sophisticated instruments. The amount and quality of the equipment at Middlebury College is unmatched by any comparable undergraduate chemistry department. We are able to train undergraduates in the use of equipment that is usually available only to graduate students at larger universities. Moreover, we encourage students to use these instruments in their own independent research projects.

A major strength of our program is the opportunity for students to participate in independent research during the junior and senior years. There are research opportunities in synthetic organic chemistry, in bioinorganic chemistry, in physical and in biophysical chemistry, in protein and in nucleic acid biochemistry. Many students participate during the summer as colleagues in the research programs of faculty, receiving room and board as well as a stipend. Research papers from student projects are frequently accepted for publication in professional journals and for presentation at professional meetings.

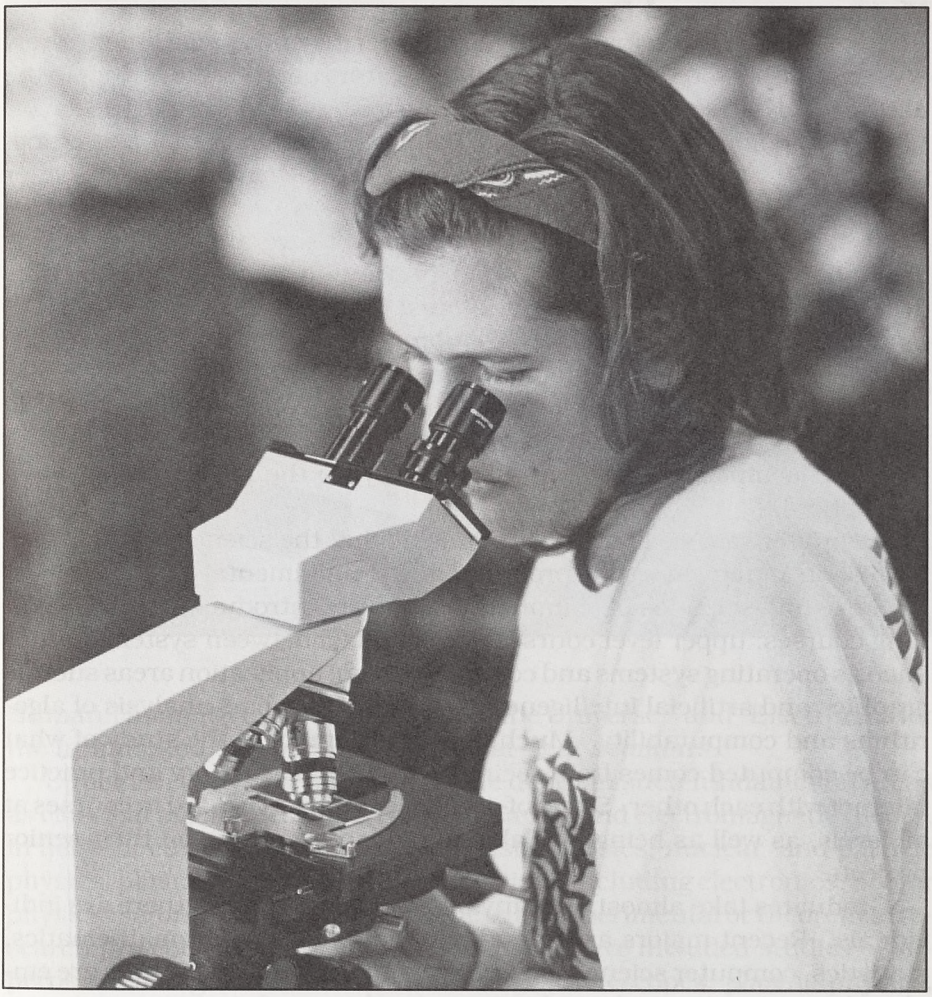
Firsthand experience with the scientific method adds an important dimension to the undergraduate experience whether the student plans to go to professional school, to graduate school or directly into a teaching, research, or industrial management position.

We invite students who think they may be interested in majoring in chemistry or biochemistry to visit the Department on the fifth floor of the Science Center. Members of the faculty will be happy to talk to students who want to learn more about the program.

Geology

Few colleges are so favorably situated for the study of earth sciences as is Middlebury. It is set in the midst of one of the most classic and complex geologic regions of North America, and the department thus has an outdoor laboratory for teaching and research in geology and geophysics; and in Lake Champlain it has the resources for work in oceanography.

The strength of the geology program is the close relationship between students and faculty. The department believes that the business of science is to explore what is not known. Courses are built around problems that incorporate field and laboratory experiences. They emphasize the development of reasoning ability by addressing the problems currently at the forefront of the science. In intermediate courses students are encouraged to function as scientists, evaluating date in outdoor field exercises and in contemporary journals. In advanced courses, students are expected to bring their own research efforts to bear on problems that have not previously been solved. The department's complement of equipment, including a computer–automated electron microprobe, an X–ray diffrac-



tion and fluorescence unit, an inductively coupled plasma spectrometer and a small research vessel for limnological work, provides state of the art capabilities. These facilities assure that student research efforts can be up to date and scientifically significant.

The different research interests of a very active faculty are reflected in the introductory courses, each of which concerns an aspect of earth science: plate tectonics and mountain building; oceanography; and environmental geology. In each course, the student is taught to function as a scientist. As one faculty member puts it: "The main difference between professional research and student work is how much can be acccomplished in the time available and how detailed the observation can be; the same questions and excitement are there for all of us."

Mathematics and Computer Science

Courses in the Mathematics and Computer Science Department draw students with a wide spectrum of interests, from prospective majors in the natural and social sciences, to those who wish only to sample the flavor, content and spirit of the subject. Whatever their reasons for beginning, many continue as majors after discovering in mathematics or computer science the intellectual excitement they seek.

In mathematics, freshmen may elect any of several different courses depending upon their interests and previous achievement. Calculus draws the largest enrollment, but interest in first courses based on probability, linear algebra or the foundations of computing has grown substantially. Advanced Placement is offered to a sizeable portion of each entering class. Electives run the gamut from the abstract (modern algebra and topology) to the applied (operations research, statistics) and from the classical (complex analysis, number theory) to the modern (modelling, simulation).

Computer science majors learn quickly that the science of computing represents much more than programming. Fundamental techniques and the key subdisciplines of computer science are introduced in the beginning courses; upper level courses are balanced between systems issues such as operating systems and compiler design; application areas such as graphics and artificial intelligence; and theory, such as analysis of algorithms and computability. Much of the excitement of the study of what can be computed comes from seeing repeatedly how theory and practice interact with each other. State–of–the–art equipment is used in courses at all levels, as well as being available to students working on their senior projects.

Graduates take almost as many different directions as there are individuals. Recent majors are attending graduate school in mathematics, statistics, computer science, business, medicine and law. Others are employed as actuaries, technical writers, teachers and government economists. Professional opportunities for those with backgrounds in mathematics and computer science are expanding every year (see also description of Computer Science under Programs Apart from the Major).

Physics

The discoveries of physics have profoundly altered both the physical circumstances and philosophical world view of twentieth century humanity. Physics is the fundamental science. The entire physical universe, from gluons to galaxies, from baseballs to black holes, is described by the laws of physics.

The Middlebury Physics Department recognizes the diverse appeal of physics and provides a major program flexible enough to accommodate not only students with a professional interest in physics but also those planning to enter such fields as medicine, engineering, teaching, or business. For the nonscientist the department offers "Physical Reality and

Human Thought" and "Introduction to the Universe," and "Electronics for the Intimidated," as well as several first–year seminars.

Upper level physics courses provide depth in such fundamental areas as classical mechanics, quantum mechanics and electromagnetic theory, in fields of current research such as astrophysics, nuclear and particle physics, plasma physics and in applications including electronics. Senior physics majors apply their knowledge to an experimental or theoretical research project. Recent senior thesis topics have included studies of supernovae using some of the world's largest telescopes, plasma physics, atomic spectroscopy, laser holography, biological effects of ultrasound and high–temperature superconductivity.

The department is well equipped and its faculty members are active researchers in a variety of areas, including astrophysics, nuclear physics, laser spectroscopy, ultrasonics and solid–state physics. Faculty members are readily available to students, and offer them the opportunity to work as undergraduates with professional physicists on problems of current interest.

OTHER ACADEMIC PROGRAMS

In addition to the regular departmental programs and majors there are other academic programs that cross departmental and disciplinary lines. There are also programs which, while not offering majors, nonetheless enhance the opportunities for study at Middlebury. (See Special Programs, Section II for other, off–campus, special programs.)

PROGRAMS WITH MAJORS

American Civilization

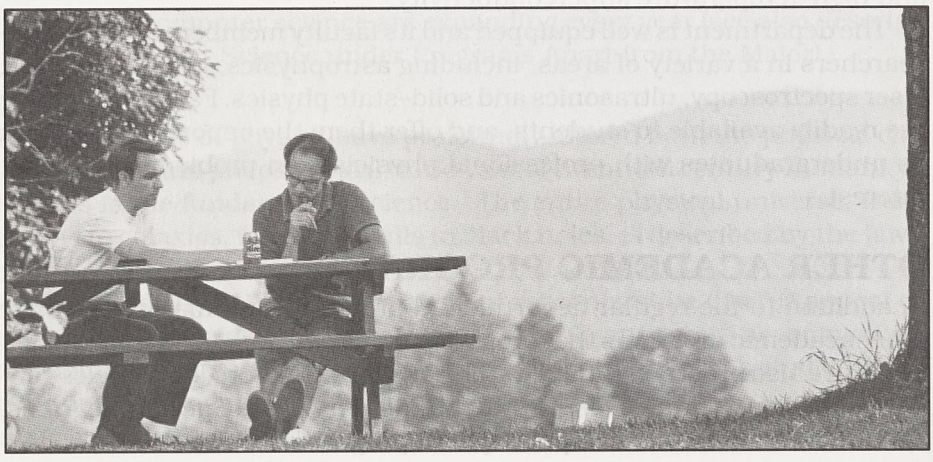
The American Civilization Program has developed a tradition of committed and spirited student majors who undertake to acquire an interdisciplinary knowledge of American experience. Specific courses in American History and Literature, supplemented by a field and study of another culture, lead to intensive junior and senior seminars, and finally to the writing of a senior essay or thesis. The major has proven itself appropriate for a wide variety of academic or professional careers.

Classical Studies

The Classical Studies Program offers a broad, rigorous general education based on the careful study of the fundamental works of Greek and Roman antiquity, in English and in the original languages. These fundamental works cut across our disciplinary boundaries and even challenge the very idea of these boundaries. Courses in Classical Studies aim to cultivate literary taste, historical reflection, and philosophic inquiry, while giving students direct access to the Classical authors through intensive study of the Greek and Roman languages. The interdisciplinary nature of the program is reflected in a teaching staff that includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion and Art.

East Asian Studies

The term "East Asia" refers to China, Japan and Korea, and this interdisciplinary program covers the common cultural heritage of the region. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments, exploring connections among the art and literature, history, intellectual heritage, social organization and cultural values of East Asian peoples. Related or comparative studies



with other Asian peoples and cultures are possible. Contemporary social, political, and economic issues of East Asia are important components of study.

Environmental Studies

Environmental Studies is an interdisciplinary major that emphasizes the natural sciences, economics, geography, literature, political science, sociology and philosophy. The program is well suited to students with interests in conservation biology, environmental geology, physical and cultural geography, journalism or nature writing, environmental ethics and law, and resource economics. Middlebury's locale within the Champlain Valley and access to the nearby High Pond Nature Reserve afford opportunities for field work in these areas. Middlebury is also affiliated with the Consortium for the study of sustainable Development in Costa Rica, Central America. This allows students the opportunity to study issues of environmental protection in a developing Latin American country.

Independent Scholar Program

Most departmental majors have great inner flexibility. There are some highly structured majors in which the nature of the discipline prescribes a necessary sequence of course work. On the other hand, great variety is possible in multi-disciplinary majors like Religion. Joint majors and double majors are not difficult to design and have been increasingly popular in recent years. All departmental majors — even the most structured — encourage, if they do not insist on, independent work in the field during senior year. However, the ways of knowing are not confined to any college's current departmental structures and so Middlebury has an Independent Scholar program for those students whose talents and interests clearly would profit from programs they design themselves.

The College recognizes that a few outstanding students with clearly defined educational goals find that they cannot fulfill them within the framework of normal requirements, and the Independent Scholar program is designed to meet their needs. Independent Scholars plan their programs with the assistance of their faculty advisors, under the general oversight of the Independent Scholar Committee. Such programs may be broadly transdepartmental or may involve intensive study and advanced research within a single department. Normal restrictions as to numbers of departmental courses are waived with the understanding that the student will fashion a program with appropriate focus, and that work accomplished outside the normal curricular structure will be equivalent in level of achievement to that required in the normal A.B. program. An Independent Scholar's studies may include multiple credit independent projects, off-campus study, non-departmental programs, and interdepartmental majors as well as more intensive departmental majors.

International Major

The International Major enables a major in an area other than a language or literature to do advanced work in that discipline at one of the Middlebury College Schools Abroad or an approved equivalent, depending on the availability of such courses.

A student choosing the International Major in Economics (French), for example, could do work at the Institut d'Etudes Politiques and the University of Paris, while a student in Art History (Italian) might take courses at the University of Florence. International Majors thus develop, in addition to a general competence in the foreign language, a command of the vocabulary and terminology specific to their area of specialization and a familiarity with the discipline as practiced abroad. See department listings for specific requirements.

International Politics and Economics

The major in International Politics and Economics combines interdisciplinary works in political science and economics at Middlebury with study abroad. This program is particularly well–suited for students interested in international careers in business or government service. The International Politics and Economics major allows exceptions to its normal requirements of the full year of language study abroad, so that majors may attend programs, such as the Middlebury School in Moscow, where only one term of study is offered.

Literary Studies

The College offers a unique combination of resources for the study of world literature. In addition to the wide range of courses offered by its distinguished departments of English Literature and American Literature and Civilization, it provides instruction of high quality in the literature of the classical and modern European languages (as well as Chinese). The Program in Literary Studies was conceived in order to make the full range of these resources available to students seeking to achieve a broad awareness of major literary achievements of different historical periods and cultures. Besides helping to develop such a comprehensive perspective, the Program — through its emphasis on study of the original languages — ensures a mastery of texts in at least one foreign language; it therefore enables students to complete their training by undertaking comparative work in depth in a specific literary period or genre, or intensive work in the literature of a single culture.

Molecular Biology and Biochemistry

Within the last 20 years, astonishing advances have been made in our understanding of the molecular processes of living organisms. The major in Molecular Biology and Biochemistry is designed around lecture and laboratory courses that explore these advances. Such studies require a thorough understanding of chemical and biological principles which can best

be achieved by combining relevant courses from those departments together with courses explicitly designed for the major.

Students take introductory courses in chemistry and in biology during the first two years and begin to take cognate courses in mathematics and physics. With this background, as upper level students, they are able to take advanced courses in the linked fields of molecular genetics, microbiology, biochemistry, cell biology and biophysical chemistry.

Students come to understand the research techniques used in Molecular Biology by practising them in well–equipped laboratories. Faculty members associated with the major are actively involved in research and have been quite successful in getting grants, especially grants for the purchase of new equipment. Students are encouraged during junior and senior year to work with a faculty member on an independent research project. Funds are sometimes available for students to work on such projects during the summer between junior and senior years.

This major is excellent preparation for professional school, for graduate school or for a position in the rapidly growing biotechnological field. If you think that you may be interested in this area, you can read about the specific course requirements under "Course Offerings." Faculty members involved in the major are also listed. Students can contact any one of these to get more information about the major.

Russian/Soviet Area Studies

The Russian/Soviet Area Studies Program encourages an interdisciplinary approach to the Soviet Union and its people. Students receive a foundation in Russian and Soviet history and develop an understanding of Soviet economics, geography and politics. Participants are also required to gain proficiency in Russian by completing three years of intensive language instruction.

Provided with this background, students are uniquely prepared to take full advantage of either a semester of study at Moscow State University or a full year of study at another Soviet Institution under the auspices of the Consortium for East–West Cultural and Academic Exchange. Upon return from the Soviet Union, students are encouraged to take a senior seminar and/or project using their language and cultural skills in one of the following departments: Economics, Geography, History, Political Science or Russian. This combination of broad training in the social sciences and rigorous language expectations is intended to enhance the qualifications of the next generation of Americans who will be called upon to deal with the Soviet Union.

Women's Studies Program

The Women's Studies Program allows students to design an interdisciplinary program of courses linked by the use of gender as a fundamental category of analysis. Through the field requirement, students may also do intensive work in a single discipline. Drawing faculty from many depart-

ments throughout the College, the program regularly offers courses in such areas as women writers, women and development, psychological differences and similarities between men and women, gender differences as a philosophical problem, women in work and family life, and the representations of cultural notions of what it means to be male and female in music.

PROGRAMS APART FROM THE MAJOR

The Middlebury Language Schools, the Bread Loaf School of English and the Bread Loaf Writers' Conference offer exceptional opportunities to undergraduate students at a small college.

The Language Schools

Each summer the College offers intensive study of several foreign languages and cultures: Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. Courses range from beginning to advanced and graduate level. Students attend as preparation for one of the Middlebury schools abroad, to prepare themselves for other foreign programs, such as those in East Asia, or to begin earning credits towards a Middlebury advanced degree *(see also Graduate Programs, Section II).*

The Bread Loaf School of English

The Bread Loaf School of English conducts a six–week graduate session each summer at the campus near Bread Loaf Mountain. Its courses are also open to selected undergraduates who wish to pursue studies in litera-

ture and writing. Students at Bread Loaf may apply a summer's credit to their undergraduate degrees, or may use them toward the Master's degree in English. Middlebury students may also attend the Bread Loaf programs at either Lincoln College, Oxford, or Santa Fe, New Mexico. *(see Graduate Programs, Section II).*

The Bread Loaf Writers' Conference

At the Bread Loaf Writers' Conference, the oldest and most famous gathering of its kind in America, both aspiring and experienced writers are able to meet in workshops and in individual conferences with members of the teaching staff, which consists of some of the most distinguished writers in the country. Students become aware of the professional world of writing and writers, of editors and literary agents, and of the mechanics of publication. Special scholarships are available to undergraduates who wish to attend *(see Graduate Programs, Section II).*

New England Review

For 13 years, this magazine has been a mainstay in the American and international literary community, publishing fiction, poetry, and nonfiction by new and established writers. Newly reformatted, the magazine is larger, both physically and spiritually. To commemorate its renaissance and the completion of its integration with Middlebury College, the magazine has begun a new series, *Middlebury Series. New England Review* is published four times each year.

The Program in Writing

The ability to express oneself clearly and thoughtfully in writing is integral to a liberal arts education, and virtually all departments in the College demand a substantial amount of written work, so that students may have the opportunity to write and to receive criticism from both their teachers and their fellow students. For those interested in creative writing, sequences of courses are offered in poetry, fiction and non–fiction, and eligible majors in English may undertake Honors projects in creative writing in their senior year. Students majoring in disciplines outside the Humanities may satisfy the concentration requirement through work in creative writing. In addition to the courses taught during the regular academic year, interested and qualified students may apply to the summer programs offered at the Bread Loaf Writers' Conference and the Bread Loaf School of English. More information is available in the pamphlet entitled "Creative and Expository Writing at Middlebury."

Study Abroad

Nearly four out of every ten Middlebury undergraduates take advantage of the opportunity to study abroad during their junior year; many spend the whole year out of the country, and others simply one semester. More than half the students abroad attend one of the five Middlebury Schools Abroad, in Paris, Florence, Madrid, Mainz or Moscow, while others may be found at other programs or universities in Europe, Africa, Latin America

or East Asia. In all cases students wishing to study with programs other than Middlebury's must demonstrate the relevance of their study abroad to their academic programs, and to show the importance of such study for their intellectual growth. Those going to countries where English is not the primary language are normally expected to have a command of the appropriate foreign language sufficient to allow them to do work at an advanced level, and summer study at Middlebury may be necessary to achieve that degree of fluency (*see section on Schools Abroad at the end of Section II).*

Middlebury at Oxford

Middlebury College is fortunate in its ability to offer its undergraduates opportunities to study at Oxford. Each year several sophomores are selected to read in English, history, and politics, philosophy and economics at Lincoln and Worcester Colleges. They will be matriculated Oxford students who undertake a regular program of study, for which they receive a year of Middlebury course credits. Several Middlebury students have received Firsts on their examinations, and one was subsequently awarded a Rhodes Scholarship.

Each year, qualified Middlebury upperclassmen majoring in literature may attend the summer program of the Bread Loaf School of English at Lincoln College, where they take a graduate seminar/tutorial and earn two course credits towards their undergraduate program. If they prefer, students may apply these credits toward an MA degree to be pursued subsequent to their graduation from Middlebury. Students live in Lincoln College, in the center of Oxford, and are thus able to take advantage of the cultural opportunities of Oxford, Stratford and London.

Computer Science

A recent visitor to Middlebury's Ballenger's Computer Center found students and faculty working on a surprising variety of projects on the College's interactive time–sharing system. A freshman was using the computer to help determine the validity of a complex logical argument assigned in her philosophy course. A mathematics senior was putting the finishing touches on his thesis developing new methods to display three-dimensional surfaces on a computer terminal. One faculty member was examining the results of statistical analyses of data on the growth of the American economy. Another faculty member was exploiting the powerful text–editing features of one of Middlebury's microcomputers to prepare the first English translation of a Russian novel. And at the next bank of terminals . . .

Computers are as ubiquitous at Middlebury as they are in society at large, and the College believes that computer science is both a challenge to and an opportunity for its liberal arts tradition. Many classrooms and laboratories are equipped for computer use, and terminals and microcomputers are scattered across the campus. The Mathematics and Computer

Science Department offers introductory, intermediate and advanced courses in computer science, while many other departments, in the Sciences, the Social Sciences and the Humanities use the computer in a variety of ways. New and exciting opportunities for the integration of computing into Middlebury's more traditional programs are constantly expanding. Students with a strong interest in computing can elect a Computer Science major. They can also combine a Concentration in Computer Science with any of several majors, thus gaining a solid knowledge of computing and its applications *(see also Mathematics and Computer Science in the section on Concentrations).*

Facilities available for computer science include a laboratory of networked SUN 4 and Apple Macintosh II color work stations using the UNIX operating system as well as network access to the College's VAX minicomputer.

Teacher Education

Although Middlebury does not have a major in Teacher Education, our Teacher Education Program has been very successful in preparing men and women for careers in elementary and secondary education. Students participating in this program fulfill a normal major requirement and complete a series of courses in Teacher Education that culminates in an extensive teaching practicum in one of the local public schools. Graduates of the Teacher Education Program can be fully licensed by the State of Vermont for teaching in most of the states in the United States (see description of Teacher Education Program in Section II). An innovative program

— the Ninth term Teacher Education Program — invites graduates of Middlebury to return to the College for an extra semester, at a modest cost, in order to complete student teaching in the Teacher Education Program.

Premedical and other Preprofessional Programs

Middlebury's strong science programs within the context of the liberal arts are well suited to premedical studies, and particularly to the increasing emphasis placed by health care today on the relationship between the physician and the patient.

The premedical program and several others — such as predental and preveterinary — demand that the student take a number of specific courses, though no particular major, as an undergraduate. Middlebury also offers the necessary courses to prepare students for entry into professional schools in the areas of law, business, engineering, architecture, forestry, nursing, environmental studies and others. For many of these there are particular courses which, while they may not be required, are strongly advised, and the College has advisors and a Preprofessional Committee which stand ready to counsel aspirants about the courses of study that will best meet their needs. The College also makes efforts to arrange internships to provide early exposure to the professions. Interviews and a careful review of qualifications are used to assist students in preparing their applications for professional schools, and it is expected that preprofessional students will maintain superior academic records to insure that they become strong candidates for admission.

Particularly able students may arrange a combined professional school plan or other programs that permit early assurance and early decisions on acceptance and deferred matriculation, allowing students to use their post–senior year for other commitments.

For students interested in a business career, Middlebury, in association with the University of Chicago Graduate School of Business, offers two juniors the opportunity to gain admission to the Chicago MBA program and begin their business school studies during the summer following the junior year. These students return to Middlebury to complete the senior year and may then continue to pursue the MBA at Chicago at anytime within three years of receiving the B.A. degree. (*For basic requirements, see Special Programs, Section II.*)

THE CURRICULUM AND INDEPENDENT STUDY

The academic programs set forth above are benchmarks for a liberal education. Whether individual disciplines or special programs, they constitute fruitful and tested ways of developing in an orderly fashion important skills and insights. Yet at each point in the curriculum at Middlebury there is a recognized way for students with initiative, special talent, and a demonstrated ability for independent work to move in their own direc-

tions. The following paragraphs give a brief overview of the structure of the curriculum, and set forth the ways in which independent study is either expected or encouraged.

First Year Student Seminars

Each student is required to elect one of a number of seminars for first year students during his or her first semester at Middlebury. These seminars are thematic courses which are designed to explore an area of intellectual inquiry from a perspective which makes connections among a number of the traditional academic disciplines. Each First Year Student Seminar will have an enrollment of no more than 15 students in order to provide ample opportunities for class discussion. First Year Student Seminars are offered in all fields of the curriculum, providing students the opportunity to choose a seminar in a subject of interest. The First Year Student Seminars will have an intensive writing component, geared to the subject matter of the seminar. The instructor of each First Year Student Seminar will serve as the faculty advisor for all the First Year Students enrolled in the seminar. Because of their interdisciplinary nature, First Year Student Seminars will not normally satisfy departmental major requirements and do not satisfy any of the distributional requirements of the College.

Concentrations and Distribution Requirements

The Middlebury College curriculum is designed to assure that each student's education includes a certain breadth of knowledge as well as in–depth study in one area defined by the major. In consultation with an academic advisor, each student plans his or her curriculum so as to provide an introduction to a broad spectrum of ideas. Curriculum breadth is achieved through both the concentration and distribution requirements.

In planning his or her curriculum each student elects a concentration in addition to the major. The objective, again, is to ensure some breadth as well as in –depth study in a student's educational program during the junior and senior years. A concentration consists of four or more courses unified by a general principle. The concentation may be departmental or governed by an interdisciplinary theme. It involves work outside the major and substantially different from the major. The concentration must be in a division other than that of the major, and it includes courses beyond the introductory level. While departments and divisions regularly specify concentration patterns, students may also seek approval for an original concentration and the possibilities for the imaginative student are great. The student's concentration is submitted for approval by the Curriculum Committee before the end of the sophomore year.

Each student must also complete a distribution requirement consisting of two courses in each of the following areas: humanities, natural sciences, social sciences, and foreign language/area studies.

Independent Projects

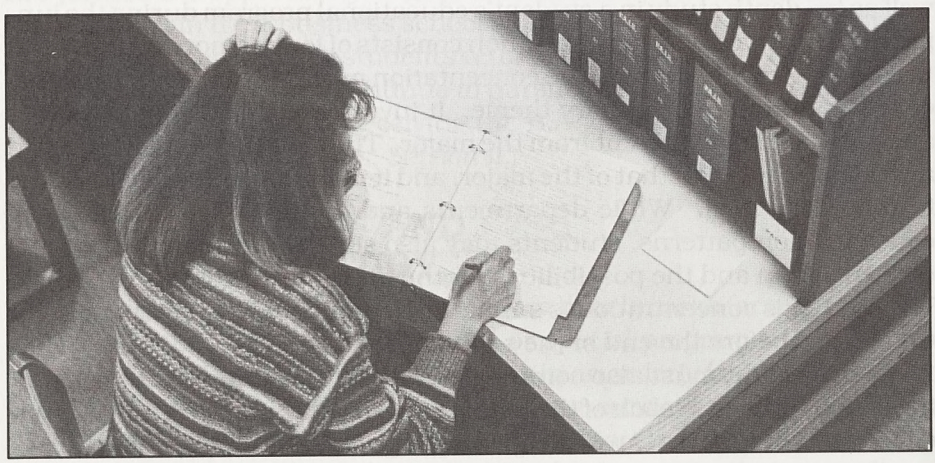
Students with strong records and a particular interest may apply to a department to substitute an independent project (numbered "500" in the course sequence) for a regular course. Such projects usually culminate in an extensive research paper, a major production, performance or portfolio of poems, paintings or prints.

Phi Beta Kappa and the Liberal Arts Tradition

Phi Beta Kappa was founded in 1776 by five students from the College of William and Mary meeting in the Apollo room of the Raleigh Tavern. It was created as a "philosophical society" devoted to the discussion of political and academic issues. The spirit of the organization is embodied in the phrase *Philosophia biou kubernetes*, let the love wisdom guide you through life.

Jeremiah Atwater, the first president of the College, brought the tradition of *Phi Beta Kappa* from Yale University to Middlebury. Our chapter is the thirteenth oldest continuously–active chapter in the nation and was one of sixteen which in 1883 formed the national organization, the United Chapters of *Phi Beta Kappa*.

The active members of the chapter, faculty who were initiated into the chapters of their own undergraduate institutions, continue a tradition of celebrating excellence in the liberal arts. The chapter sponsors lectures, inducts new members, and occasionally awards the *Phi Beta Kappa* prize to an exceptional senior whose accomplishments are beyond the normal scope of the curriculum. A small number of seniors are inducted into the chapter in the fall, on the basis of their first three years at Middlebury College. Just before graduation, at a second ceremony, the rest of those to be honored are inducted into the chapter. The invitation to join is a recognition by the faculty of outstanding performance in the pursuit of the liberal arts education.



A Sense of Life: Patterns in Time

Four years: Most students take four full years to complete their A.B. degree. There is nothing sacred about this tradition, however, and today it is more and more common to find students who interrupt their education for a semester or a year, or those, on the other hand, who accelerate their education through summer study at the Middlebury Language Schools and the Bread Loaf School of English. Yet for most the normal pattern of four years — freshman through senior — remains the ideal way to undergo and enjoy the development in one's intellectual, social and spiritual life that college can generate.

Students arrive, then, as freshmen — most in September, but many in February. As entering freshmen, they must complete a freshman seminar. A second writing–intensive course must be completed by the end of the second year. Throughout the first two or three semesters, most students experiment with courses that may lead to a major. By the middle of the sophomore year, a preliminary choice of major has been made, although some highly structured programs, particularly those involving study in the foreign languages or the natural sciences, require a declaration of a major by the end of the freshman year. This allows students to make a serious test of their prospective interest while there is still time to consider other options if their first choice proves inappropriate. By having a departmental identification, it is also possible to have a functioning advising system for sophomores. By junior year students will have firmly decided their majors and probably half of their course work will be in that area. In senior year, departments offer some special senior work, such as a thesis, seminars or a general examination, which is designed to promote in–depth research and an integration of knowledge.

A Single Year: 4–1–4 Curriculum

The pattern of a single year at Middlebury consists of a fall term of 13.5 weeks ending at Christmas vacation, a winter term of four weeks in January and a spring term of 13.5 weeks ending in mid–May. In the fall and spring terms, the normal course load is four courses, but, with permission, students may take three or five courses in a term. This allows students to vary their academic load in a single term in light of the overall pattern of their educational program. In the winter term, students take one intensive course.

The 4–1–4 pattern has several advantages. It allows the college year to follow the rhythm of the calendar year so that fall term is completed before the Christmas vacation. Rather than let the January period lie fallow, either through an extended vacation or a "reading period," the faculty has chosen to use that time for curricular innovation. The winter term opens up teaching and learning possibilities at the College that are simply impossible in any conventional term. The clearest example of a unique possibility that can be realized in winter term is the extended field investigation. When students are involved in four courses simultaneously, they cannot take off for three weeks to study marine, freshwater and terrestrial organisms in Guatemala, see firsthand the relationship of modern Peruvians to their past or take part in the College's internship program by working in the emergency room in a large metropolitan hospital — all projects which have been undertaken during winter term.

In the winter curriculum, faculty are able to try new ventures not easily fit into a fall or spring term. Exotic areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. Some recent entries: Human Nutrition: Concepts and Controversies; The Experiment Works, But What Do I Do With All These Numbers?; In Search of the Historical Jesus; Prison, Culture and Structure; Sense and Nonsense: Reading Journalistic Economics; Ethics and Public Policy.

In certain disciplines great efficiencies in learning can be accomplished by an intensely concentrated period of study on a single technique, problem or body of material. Several language departments, for instance, have been experimenting with intensive introductions to language in the winter term.

Independent Study in Winter Term

Extensive possibilities exist for qualified students to pursue independent research projects during the winter term. In addition to the normal independent research project akin to the "500" courses offered in the regular

terms, two unique opportunities are available during winter term.

Internships: Students are permitted to take ungraded internships for credit in various professional areas, including law, medicine, architecture, journalism, social work and teaching. The internship may be off campus — some have been as far away as an investment bank in Chile or a clinic for parasitology in Thailand — or it may be working in the office of a local attorney or at the University of Vermont College of Medicine. In all cases, internships involve significant exposure to the essential work of a profession. Mere bystanding or routine clerical work is not sufficient to qualify a position for an internship.

Student-Led Courses: These permit small groups of students to study under the guidance of one of their peers who has exhibited expertise in an area not included in regular semester programs.

A Sense of Life: Improvisation and Theme

Freedom

The most immediately obvious fact of life at most colleges is freedom. Freedom is everywhere in contrast to high school. No proctors record a missed class, no study halls are required, assignments become more substantial and there are long periods when no one is marking and admonishing as students prepare the materials on which they will be evaluated. In short, this freedom from structure means that responsibility rests with the individual student to take on the task of his or her education. To the extent that this can be done, Middlebury looks for the student who knows how to superintend freedom.

Freedom relative to academic performance is the major public responsibility that every student has to take on, but freedom in the larger life pattern of the College is also a fact which must be accepted responsibly. A former Dean of Students summed it up by saying that the primary College rule is "Be considerate." In general, students manage their own social life. The current nostalgia for the decade of the 50s (or the 20s) has not yet turned anyone's taste back toward the carefully chaperoned dances, or the rule which forbade men to be on the women's side of the campus after 10 p.m. Most of the College residence halls are co-educational in some fashion or another: by wing, by floor section or corridor. The effect of co-educational residence halls on the whole has been salutary. Insofar as living arrangements are a sign of respect for the maturity of the young people who come to the College, they become an instrument in sustaining that maturity. In terms of the Dean's rule of "considerateness," coeducation in general and the current College residential policies appear to be positive factors in encouraging that virtue.

Community

If cross-country racing presents a figure for the diligence which makes talent productive, there is also the "loneliness of the long distance runner" to be reckoned with. Any Dean of Students or counselor will recount that loneliness is a primary worry of college students. One suspects that the better the college, the more often the complaint is heard. This is not surprising. Young people who show the kind of intellectual achievement that gains them admission to a very selective college have necessarily spent a lot of time wrapped up in books, writing poems, laboring over lab reports and the like. A lot of life's satisfactions have been in the world of ideas and imagination and some of this may exact a toll on the easy flow of social life.

Middlebury does have its share of loneliness – finally no one but the individual student can master the academic tasks – but there are many factors at the College which run counter to isolation and create community. A few are worth special mention.

The strong point of the large university is the size and variety of its departments and curricular offerings. What is sometimes hard to find, however, is the sense of community between students and faculty. Individual teachers may be as warm and generous and open as possible, but sheer statistics make it impossible for any individual student to have much of a claim on their time. One of the advantages of smallness is that students, during their careers, will see particular faculty members in different courses working with their subjects at different levels. Professors do not exist simply to pump knowledge into the heads of students; because students and faculty members come to know each other, teachers can become living examples of the values of the intelletual life and the disciplines they profess.

The College's rural setting has a strong influence on the development of the community. Its members cannot depend upon the commercial delights of the city, and thus there is a necessary and pleasantly improvisational quality to social life at Middlebury. Established social groups, houses, and student activities exist and are open to virtually any student. Middlebury houses admit men and women, and there is an easy passage back and forth between house members and the students "on the hill." The houses run an "open rush," which is essentially a self-selection system of affiliation. This example of openness is matched in all organizations. Anyone who shows even a suggestion of interest in joining anything is likely to be swept in and asked to provide the potato chips.

Social activity is primarily free floating and small scale. It ranges from intellectual groups to folkdancing, from the serious and sedate, to the noisy and boisterous. The Winter Carnival Ball always attracts a crowd. Big events may be the appearance of Oscar Peterson or a student production of *One Flew Over the Cuckoo's Nest*. Movies are constant fare in Dana Auditorium and Twilight Auditorium with two or three showings a night from the Cinema Club, the American Movie Club or the Student Activities Board and are shown as "tension breakers" during exam time. Middlebury is an outdoors campus and much of the out of classroom life takes place on the Long Trail, on the ski slopes or in white water.

Whether students who choose Middlebury are already open and democratic in their tendencies, or whether the College encourages and supports that outlook, the result is a student community with very little stratification. Individualism is respected, and there is little pressure from any dominant group to conform to particular ways and outlooks. Perhaps it is a happy accident that the entire student body moves from residence hall to hall almost every year; at all events, this keeps at bay the kind of territorial imperative that would permit a special elect to hold on to the best places. And because living arrangements change each year, students are encouraged (if they are not already so inclined) to learn to live with and to respect a great variety of their neighbors.

Extracurricular Activities and Student Government

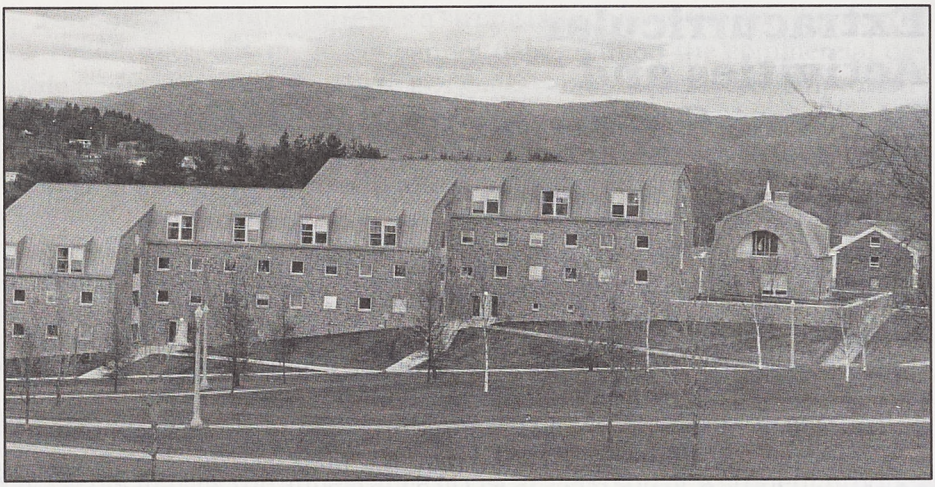
At last count there were 68 student organizations which had formal constitutions approved by the student government. These span diverse interests ranging from photography to religious groups to the large and traditional college organizations: the newspaper, the yearbook, the literary magazine, the radio station and the student government.

The College newspaper, *The Campus*, is probably the most provocative student voice, and its opinions often precipitate heated discussion among administrators, faculty and students. The radio station, WRMC, is a 100–watt educational station, which has an exceptionally committed staff. There is something, evidently, about dominating the air waves for an hour which brings students to work around the clock. During the academic year programming features music, sports, interviews and news, and in the summer the emphasis is on the fine arts. The literary magazine, *Frontiers*, has branched into photography and the graphic arts and continues to publish poetry and prose from students and faculty. The yearbook, *Kaleidoscope*, is well named since it never seems to appear in the same format twice. A journal, *Section 8*, is devoted to the visual and performing arts at the College. Student publications are rounded out by *Artemis*, a women's magazine.

The newly renovated McCullough provides a large social space, which any campus organization may reserve for parties, game nights, concerts or plays. Student mailboxes, an automatic teller service and the information desk all contribute to making McCullough a regular stop for students. Student Activities, the Chaplain's office and the campus snack bar are (will be) housed in the new McCullough towers.

The student–run Middlebury College Activities Board has the responsibility for initiating, planning, financing, and presenting major programs of interest. Large concerts by nationally known artists, semi–formal dances, and presentations by hypnotists and the like complement MCAB's regular monthly band series, comedy clubs, and student/faculty receptions.

One of the major social events of the year is the Middlebury Winter Carnival, which features not only outstanding ski events but a round of mid–winter parties, a Carnival Ball, an ice show and nationally known entertainers. The three–day Carnival is believed to be the only remaining student–organized, student–financed Carnival in the East. Homecoming in the fall, the African–American Alliance fashion show, and the May Day festival are other special occasions for celebration and good times.



Student government arrangements at Middlebury are evidently unique. The main body of student government is called the Student Government Association. This body is composed of representatives of the student advisory councils of the academic departments and programs as well as residence hall and class representatives. Each academic department has an advisory council of students who assist in curricular planning, make recommendations on appointment and reappointment of faculty and serve as a general instrument of communication between departmental faculty and the students. The advantages of this system are considerable. The student government reflects a broad spectrum of the intellectual interests of the College and, by relating the student government to both the departmental and residential structures, it has been possible to give the student government some of the stability which it previously lacked. In addition to departmental representatives, about one–third of the Student Government Association is elected at–large and another third from residence hall councils. These residence hall councils address issues particular to the dormitory and have a fund with which to sponsor social, cultural and community service events. Special elections are held for freshman representatives.

The Student Government Association has direct responsibility in the expenditure of the student activities fee, which amounts to $320,000 in aggregate in any year. More importantly, the Student Government Association appoints all the students who serve as voting members on the various faculty and administrative councils of the College, thereby ensuring students a voice in matters of most concern to them.

The major all–College council for non-academic life is the Community Council, which is co–chaired by the Vice–President of the Student Government Association and the Dean of the College. Students who serve on faculty councils may attend faculty meetings with the right to speak on issues relating to their committees.

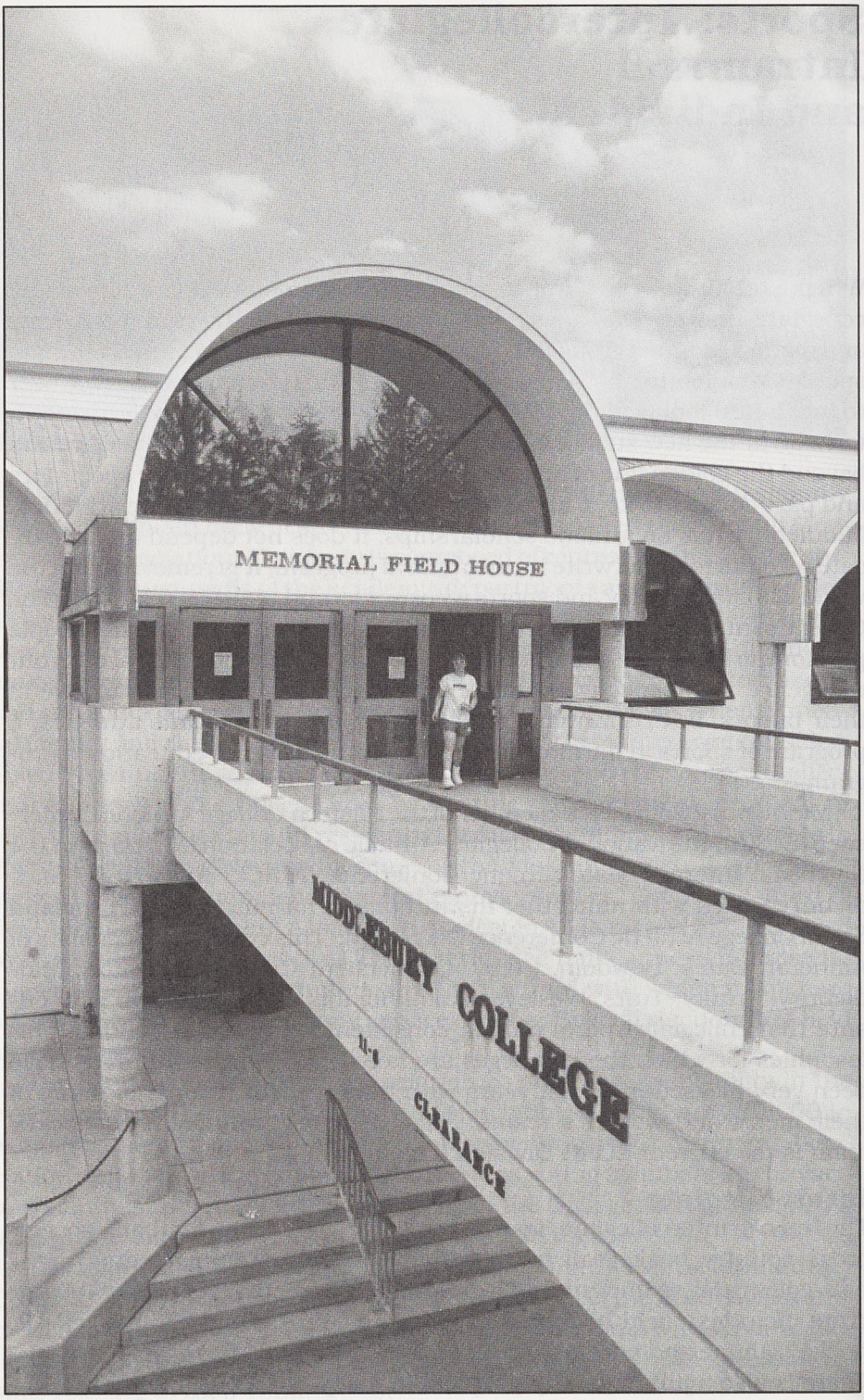
Sports: Intercollegiate, Intramural, and Individual

When football was only a pleasant if grueling amateur sport enjoyed by collegians on warm fall days, Middlebury teams tied Harvard, beat Army and made headlines. Today, football remains a hard fought intercollegiate sport at Middlebury – it is only the headlines that now have been given over to the professionals and the "major football powers." A crisp Vermont afternoon at the new stadium, with the mountains blue in the background beyond the golden line of autumn trees, is a perfect setting for spectators and participants to keep alive the traditional spirit of collegiate athletics. Middlebury has no athletic scholarships; it does not depend on massive gate receipts to underwrite its intramural program; it is removed from the world of instant replay and sports whose chief end is public relations. The College's intercollegiate athletic program is based on the belief that people play for the love of the game and for the zest of competition. It searches out excellence in prospective student athletes and expects them to give of their talents, but continually stresses that this is *collegiate* athletics, a program of sports in harmony with Middlebury's overall educational program.

Middlebury College is a member of the Eastern College Athletic Conference (ECAC), the National Collegiate Athletic Association (NCAA), and the Northeast Intercollegiate Athletic Conference (NIAC). In 1970–71 Middlebury joined with nine other institutions in forming the New England Small College Athletic Conference (NESCAC). This conference consists of Amherst, Bates, Bowdoin, Colby, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan and Williams. NESCAC's aim is to ensure that collegiate sports remain consistent with the educational philosophies for which these colleges are noted. Yet Middlebury fans have been very pleased in recent years with the excellent records of many of their men's and women's teams. As an example, Middlebury's hockey team is the current ECAC Division II champion.

Intercollegiate

The men's intercollegiate sports program includes: football, soccer, cross–country, basketball, hockey, alpine and nordic skiing, tennis, baseball, golf, track, swimming and lacrosse. The women's intercollegiate program includes: field hockey, soccer, tennis, cross–country, basketball, hockey, alpine and nordic skiing, squash, swimming, lacrosse and track. There is also a junior varsity program in many intercollegiate sports.


MEMORIAL FIELD HOUSE
MIDDLEBURY COLLEGE
11-6
CLEARANCE

The College provides its students with their own ski areas — the Middlebury College Snow Bowl and the Carroll & Jane Rikert Ski Touring Center. With an unusual variety of groomed slopes and trails, the Snow Bowl is ideal for novice and expert alike. Snow making equipment was installed in 1984. Two double chairlifts and a triple chairlift serve fourteen trails and slopes, a total of 20 miles of skiing, dropping 1,200 vertical feet. The Carroll and Jane Rikert Ski Touring Center adjacent to the Bread Loaf Mountain campus includes 50 kilometers of carefully maintained trails for cross–country skiing. On the main Middlebury campus, 15 miles away, the Snow Bowl operates a 3.5 kilometer cross–country trail, the longest–lighted course in the country. The College, its racers and its alumni have been prominent in the world of skiing, and its men's and women's teams have been winners of recent regional and national ski championships.

Physical Education

Middlebury has a physical education program that stresses life–time sports — those sports that can be enjoyed long after one's college days are past. Students are expected to qualify in two seasons of life–time sports by taking a program of instruction. Instruction is available in 28 such sports. Among the life–time sports offered are dance, golf, karate, swimming, riding, badminton, skating, skiing, squash, ski touring, scuba diving, aerobics, archery, cycling, conditioning and tennis.

Intramural and Club Sports

Intramural sports play a large role in campus recreation, with a varied program of activities to meet the competitive and recreational needs of all students. Competition in the Intramural Sports Program is organized in the form of leagues, tournaments and special meets or events. Most of the intramural programs are co–ed. Intramural games are scheduled in basketball, track, golf, soccer, lacrosse, tennis, relays, badminton, touch football, volleyball, hockey, softball and swimming. A club sports program includes squash, frisbee, martial arts, cycling, cycling, polo, riding, scuba, fencing and separate men's and women's rugby and volleyball teams.

Individual

Individual sports and recreation opportunities include a swim in the indoor pool, skating on the artificial ice rink, downhill and cross country skiing, golf on the College's 18–hole course, a bicycle ride in the country or an overnight hike on the Long Trail. Middlebury's rural setting offers unlimited opportunities in mountaineering, hiking and canoeing — promoted with enthusiasm by the Mountain Club, which provides training and equipment to the adventurous.

Community Service: Students in Action

Middlebury College has a very active volunteer service program. Over 600 students volunteer each year. In fact, the College has received national recognition for its community service participation. In 1990 Middlebury College was ranked first in the nation among Campus Compact member institutions who do not mandate a service requirement for both the total number of volunteers and for the percentage of women students involved with youth mentoring programs.

Situated in a rural state with low population density and surrounded by farmland, Middlebury, the county seat of Addison County, houses many of the social service agencies in the region. The accessibility to these agencies provides a wide variety of potential experiences for student volunteers. Students can choose from short–term and long–term service opportunities.

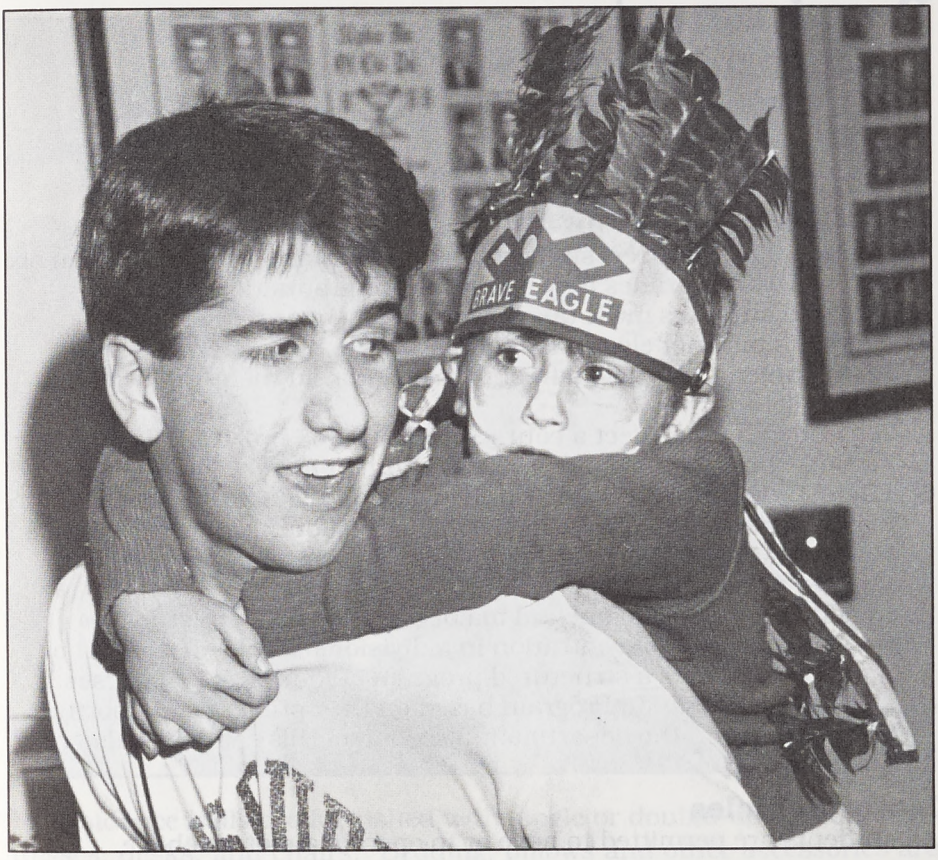
One of the oldest programs involving student volunteers is Community Friends, which matches participants with individuals in need. The students choose their Friend from the following groups: children between the ages of 6–12, people who are elderly, people with mental retardation, and people with mental illness. The students meet with their Friend for a couple hours each week and participate in special activities throughout the year, such as holiday parties and a spring picnic.

Bridges, created in the fall of 1989, is a program integrated with Middlebury Union High School. International students at the College have an opportunity to speak to high school classes about their cultures and experiences, while other students tutor for a few hours each week.

The annual Hunger Cleanup, in conjunction with the National Student Campaign Against Hunger and Homelessness, combines fundraising with an afternoon of working to provide services to agencies and to clean up Addison County. In 1989, 250 students raised over $3,200, earning the College the "Rookie of the Year" award in a national competition.

A psychology class studying "Adult Development and Aging" incorporated service learning as part of its course requirement. Students volunteered in a variety of capacities providing interaction with adults in the community. The practical experience provided new friendships as well as first–hand accounts to complement textual assignments and classroom discussions.

Porter Medical Center is within walking distance and provides volunteer opportunities not only for those students who plan to go on to medical school, but also for students interested in such areas as accounting, social work and plant management.



Another way students gain practical experience in a potential career field is through the Volunteer Income Tax Assistance Program (VITA). Its goal is to serve community residents who could not otherwise afford help with their income tax return forms. Interested students attend a series of training sessions led by an I.R.S. representative and then commit two hours a week to VITA.

Students volunteer in a variety of other capacities: they work at day care centers, provide tours at the Sheldon Museum, serve as readers to the blind, help host the Vermont State Special Olympics Basketball Tournament, assist with perpetually affordable housing renovation projects and join the Court Diversion Board. In all, there are over 40 organizations which involve student volunteers.

Community service programs at Middlebury offer students an opportunity to extend beyond the College community through experiences which complement academic, career, and social interests and provide a valuable and much–needed role in the community.

Requirements, Facts and Facilities

Graduation Requirements

1. A student must successfully complete 36 courses. No more than six courses with D grades may count toward graduation.
2. Enrolled students must take a winter term course.
3. Students may not elect more than 16 fall or spring term courses.
4. All freshmen must take a freshman seminar in their first semester at Middlebury.
5. All students must elect a course in the writing program during their second, third or fourth semester at Middlebury.
6. Each student must complete a distribution requirement consisting of a minimum of two courses in each of the four academic divisions: Humanities, Natural Sciences, Social Sciences, and Foreign Languages/Area Studies.
7. In addition to a departmental major (or its equivalent) students must complete a concentration in a division outside of their major. A concentration is a structured program of four or more courses.
8. A Physical Education Program based on the options and opportunities indicated in the departmental section of this catalog is also required.

Motor Vehicles

All students are permitted to have or to operate a motor vehicle.

Residence Halls

Middlebury is a residential college and students are expected to live in College residence halls. Students must receive special permission from the Dean of Students to reside off campus.

Reservations are made by upperclassmen during the spring for the following year, and all rooms are assigned subject to residence halls regulations. Occupants are liable for any damage to the residence halls and their furnishings. A student may be required to withdraw from the College or be subject to lesser disciplinary penalties for failure to respect residence halls regulations. The College does not accept responsibility for loss of money or other personal property or damage thereto. The Dean of Students reserves the right to remove from a student's room any item which constitutes a safety or health hazard or seriously interferes with the maintenance of the building.

Rooms are ready for occupancy in September on the day preceding the first College exercises and, except for seniors, are vacated on the day following the student's last final examination. Residences are closed during Christmas vacation and students may not have access to rooms during that period.

Residence halls are furnished with single or double-deck beds, mattresses, desks, and chairs. Bedding, pillows and other accessories are furnished by the occupants. The comprehensive fee includes heat, electricity and custodial service. Students provide their own laundry service.

Student Counselors in each section of the freshman halls work closely with the Deans and the freshman advisors.

Students are expected to take their meals in the College Dining Halls unless excused by the Dean of Students.

Health Services

The College offers students basic primary health care in and through the George Parton Health Center, the Center for Counseling and Human Relations and the Sports Medicine Center. The Health Center is staffed 24 hours a day by experienced nurses who examine and treat most common health problems. Appointments with the College physician and adult nurse practitioner are made upon referral by a nurse. In addition, there are limited inpatient facilities available at the Health Center. If a student needs to see a physician at a time other than the College physician's scheduled hours, he or she may be seen at the Porter Medical Center Emergency Room. Medical emergencies are handled by Porter Medical Center. Extensive medical facilities are available at the Medical Center Hospital of Vermont in Burlington.

The Counseling and Human Relations Center is staffed by two full-time psychological counselors and a clinical intern. In addition to short-term counseling, the Center offers a variety of outreach programs on campus dealing with personal development, interpersonal relations and other contemporary issues significant to students and their lives. The staff of the Center also provides peer counseling training for the Junior Counselors in all freshman residence halls.

Sports Medicine Center

The Sports Medicine Center located in the Memorial Field House is equipped to handle the specialized problems that occur in sports and recreational fitness activities. The Center is staffed by two full-time athletic trainers, one full time physical therapist, and a part time physical therapist/trainer. The Center will be happy to evaluate any student injury.

Advising

Each freshman has as a faculty advisor the instructor of the freshman seminar in which the entering student chooses to enroll. Because the advisor is also the instructor of one of the student's first-semester courses, frequent opportunities are available for consultation between students and advisors. This advisor will work with freshmen on selecting their courses for the first three semesters. After declaring a major, students work with a faculty advisor in the department in which they have chosen to major. In addition, there are many other offices on campus to which students may turn for counseling and advising, including the Dean of Students, College Chaplain, Health Services, Counseling and Human Relations Center, and Student Activities Office.

Religious Services

Middlebury College welcomes students of all religious faiths, and it views the religious diversity of its student body as a strength. Historically, the College has had close connections with the Protestant Christian tradition, and it offers in Mead Memorial Chapel a program of regular services, non-denominational and interfaith in spirit, but Christian in emphasis. The outstanding Middlebury College Choir presents a broad repertory of sacred music in the course of the year at the Chapel services. The Interfaith Council, composed of representatives from each of the active religious groups on campus, sponsors lectures, discussion groups, and other special events during the year. The Newman Club is the Roman Catholic organization on campus. A Roman Catholic Church is situated immediately adjacent to the campus. The Hillel Foundation maintains an active program for Jewish students. It also sponsors weekly Shabat services for the Middlebury Jewish community. The Christian Fellowship is an active group for evangelical Christians which sponsors weekly Bible study and prayer groups. Other groups including Christian Science, Lutheran, Quaker, Buddhist, and Islamic groups are active on campus. Various Protestant denominations are represented in the town of Middlebury.

Career Counseling and Placement

The Office of Career Counseling and Placement (CC&P), located in Adirondack House, offers a wide range of services to all students. The office is a central source of information on career planning, graduate studies, employment and summer opportunities and internships. Counselors are available for personal counseling, assistance with clarification of goals, exploration of career options, development of effective resumes and letters, discussion of interviewing techniques, and assistance with graduate and professional school applications. During the academic year CC&P staff members, representatives from various organizations, and alumni offer special workshops, seminars and presentations relating to different career interests. Information is also available on various off–campus programs, including winter recess externships for students with Middlebury alumni. The office arranges campus interviews with representatives from graduate schools, corporations and other employing organizations who have interest in candidates from Middlebury. The Career Resource Area contains a variety of materials on careers and jobs, such as directories, annual reports, brochures and listings of permanent and summer opportunities, as well as graduate and professional school information.

A credentials service is also offered to students and alumni of the undergraduate program, students enrolled in a degree program and degree recipients of the Language Schools, Bread Loaf School of English, and in the sciences. A credentials file is a compilation of material supporting a candidate's application for admission to graduate or professional schools and employment.

Admissions Data

Admissions Requirements

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship and leadership, character and personality.

The program and record of each applicant will be assessed individually. A recommended secondary school program would include four years of English; four years of one foreign language (in preference to two years each of two languages); four years of mathematics and/or computer science; two or more laboratory sciences; two or more years of history; some study of music, art or drama. However, many candidates whose programs of study differ from that outlined above are admitted each year; the quality of an applicant's secondary school achievement, especially in the two final years, is the factor of primary importance.

All applicants must take standardized tests, and have the scores submitted to the College. To present their greatest strengths, applicants should submit any one of the following:

1. the SAT and three Achievement Tests, including one in English Composition or English Composition with Essay;
2. five Achievement Tests in different areas of study, including one in English Composition or English Composition with Essay;
3. the ACT (American College Testing) assessment tests.

Standardized tests must be completed by January 31 of the senior year. The majority of students admitted to Middlebury present outstanding academic records: 65 percent of the Class of 1994 graduated in the top 10 percent of their secondary–school class, 85 percent in the top 20 percent. Applications are welcomed from students whose rank is not in this range if they are judged to have a particular contribution to make to the student body.

Procedure for Admissions

Candidates applying for regular admission must submit their applications by January 15, and transfer applications must be submitted by March 1. All applications must be accompanied by an application fee of $50. This fee is not refundable and will not be applied to term bills.

Early Decision Plan

Candidates who have Middlebury as their first choice of college may ask for an Early Decision on their applications. Early Decision applications must reach Middlebury by November 15. All other forms and credentials (i.e., transcripts, school reports and recommendations) must be received

by the November 15 application deadline. Results of the November standardized tests will be acceptable for Early Decision candidates. Further information may be obtained from the Dean of Admissions.

Spring Term Enrollment

Approximately ninety students are offered spring term admission to fill vacancies created by midyear graduation and programs abroad. Midyear admission is of special benefit to well-qualified applicants for whom there are no spaces available in the fall term. These "February Freshmen" are selected from the regular applicant pool and are notified in April. Orientation, meetings with faculty advisors and registration are scheduled for the first week in February.

Transfer Students

A limited number of students can be accepted into the sophomore and junior classes. Students wishing to transfer to Middlebury should write the Dean of Admissions for detailed information and application forms. Credits earned are transferable only at the discretion of Middlebury College. Transfer students are eligible to apply for financial aid under the same procedures as freshmen, with the following conditions:

- They must provide the Office of Financial Aid with a financial aid transcript for each college or university previously attended.
- They will be offered aid to the extent of available funds only after initial determinations have been made for the freshman class.

Advanced Placement

The normal procedure for a student wishing to receive college credit for work done while in secondary school is through the Advanced Placement Program sponsored by the College Board. Advanced Placement scores of 4 or 5 will usually be awarded credit, and many departments award credit for 3s. College level courses taken as part of a secondary school program are not normally acceptable for transfer. However, a student taking college level courses that are not connected to the secondary school program may apply for transfer credit.

Health Information

Before matriculation all new students must submit completed Health Forms and Entrance Physical Examination Forms signed by the student and by the parent or guardian if the student is not yet 18 years old. The Admissions Office will mail these forms to students after their acceptance to the College. They are to be returned directly to the Parton Health Center at Middlebury College by July 31.

Annual Expenses for Students

Middlebury College has adopted a comprehensive fee of $21, 200, which includes all charges, except sickness insurance and the $160 student activity fee. In addition to the fixed expenses, included in the comprehensive fee, students must, of course, be prepared to meet the cost of their books and supplies, clothing and incidental expenses, which comes to an average of about $1, 440. Travel costs are *not* included in this figure (*see Expenses and Financial Assistance, Section III*)

Financial Aid

Through a program of grants, loans and jobs the College seeks to provide financial assistance to students who would otherwise be unable to attend Middlebury. In recent years the College has been able to meet the full demonstrated need of all students requiring financial assistance. Each year the College makes financial aid offers in light of the provisions outlined in *Expenses and Financial Assistance, Section III* of this catalog and in the booklet, "Financing Your Middlebury College Education." An applicant must file a College application, the College Scholarship Service Financial Aid Form (FAF), and dependent students must submit a copy of their parents' complete tax return including W–2s and business returns. A copy of the student's tax return is also required. Our booklet, published each year, presents information about students receiving aid at Middlebury as well as the specifics of program regulations and application procedures.

Grants

Grants are offered on the basis of demonstrated need. Grants are derived from College funds, the Federal Pell Grant Program or the Supplemental Educational Opportunity Grant (SEOG) Program. Students must apply annually for grant aid but need not undertake a special application procedure to be considered for specific College grants or scholarships. The College will designate scholarship recipients on the basis of a student's eligibility for a particular fund. In addition to applying for a Pell Grant, students from the states of Alaska, Connecticut, Maine, Maryland, Massachusetts, New Hampshire, Pennsylvania, Rhode Island, Vermont and the District of Columbia must apply to their state agencies to determine their eligibility for state grant assistance. Applications are usually available through high school guidance offices; students attending a school in another state should contact their State Higher Education Assistance Agency for the appropriate forms.

Loans

Loans are available to eligible students from the following sources: 1) the federal Carl D. Perkins Loan Program; 2) the Stafford Loan 3) the parent loan programs of many states (PLUS); 4) a limited amount from the College's own loan funds. Basic information on the eligibility criteria is pub-

lished in the financial aid booklet; further questions should be directed to the Office of Financial Aid.

Student Employment

Middlebury College students may avail themselves of numerous job opportunities, both on and off campus. The College maintains an open job market enabling all students equal opportunity to pursue employment, regardless of whether or not they are financial aid recipients. Each year approximately 60 percent of the student body finds employment. Jobs vary greatly in their qualifications, responsibilities and the time commitment required. Different wage scales are applied according to the type of work performed. The College Student Employment Director provides information about campus employment policies and current job openings to all interested students.

Visits to Middlebury

A campus visit providing a chance to meet members of the Middlebury staff is always desirable. Applicants are encouraged to visit for this purpose between the end of their junior year and January 31 of their senior year in high school. An appointment with an admissions officer may be arranged by writing or telephoning the Admissions Office as early as possible in advance of the intended visit. During the months of February, March, April and May, the admissions staff is engaged in reviewing completed applications, and time required for this process precludes the scheduling of appointments for individual or group informational meetings. However, guided tours of the campus may be arranged during this period.

For an appointment or additional information, write:

Dean of Admissions
The Emma Willard House
Middlebury College
Middlebury, Vermont 05753–6002
Telephone: (802) 388–3711 Ext. 5153

Alumni Admissions Program

The College established the Alumni Admissions Program to coordinate the interest of alumni with the continuing efforts of the Admissions Office staff to attract outstanding students. Admissions representatives are available throughout most of the United States to meet prospective candidates and to acquaint them with what the College offers. Some areas are served by active committees and others are served by independent alumni representatives. The Admissions Office asks alumni to contact students in January and February after the application deadline.Students who have questions may call the Admissions Office in Middlebury or write to one of the Alumni Admissions chairpersons listed on the following pages.

National Co–Chairperson:
Susan McLaughlin McFadd '62
21 Talbot Rd.
Hingham MA 02043

Alumni Admissions Chairpeople

CA Los Angeles
Ms. Diana F. Cotter '63
610 Highland St.
Pasadena CA 91104

San Diego
Ms. Susan Anthony '56
5605 Quidde Ct.
San Diego CA 92122

San Francisco
Ms. Molly Miotell '77
158 Pfeiffer St.
San Francisco CA 94133

CO Denver
Ms. Karen Tyler '80
572 Arapahoe
Boulder CO 80302

CT Fairfield County
Mr. Conrad L. Ambrette '68
29 Poplar St.
Norwalk CT 06855

Hartford
Ms. Amy Moakley '87
120 Maplewood Ave.
W. Hartford CT 06119

Mr. Thomas Steinle '84
23 Congress St.
Hartford CT 06114

DC/MD
Baltimore
Ms. Gail Harrison '87
14811 Bowie Rd., Apt. 204
Laurel MD 20708

Wash DC/MD and No. Virginia
Mrs. Charles A. Wiebe '79
4925 N 27 St.
Arlington VA 22207

Mrs. Gabriela G. Fellows '87
1218 Michigan Ct.
Alexandria VA 22314

FL Miami
Dr. Phillip A. Caruso '60
3050 NE 45th St.
Fort Lauderdale FL 33308

Tampa
Mr. Marcelino F. Garcia '55
2615 N. Dundee St.
Tampa FL 33629

At Large
Lynde S. Karin '62
8407 Red Bay Court
Vero Beach FL 32963

GA Atlanta
Ms. Anne Marie T. Miller '75
698 Scott Circle
Decatur GA 30033

IL Chicago
Mr. & Mrs. Joseph F. Weis '82, '85
3147 N. Cambridge #3
Chicago IL 60657

LA New Orleans
Mr. Paul M. Batiza '70
1323 Nashville Upper
New Orleans LA 70115

MA Boston
Mrs. Suzanne M. Pirnie '68
151 Dakin Rd.
Sudbury MA 01776

Mrs. Nina K. Anton '82
1 Derby Lane
Tyngsboro MA 01879

Ms. Deborah A. Shadd '75
31 Summer St.
Cohasset MA 02025

Mr. & Mrs. Peter Nichols '76, '75
25 Aberdeen Rd.
Wellesley MA 02181

Ms. Raye Lynn Padula '79
PO Box 16, 5 Mercer Lane
Franklin MA 02026

Western MA
Mr. Rufus P. Cushman III '50
42 Blokland Dr.
Longmeadow MA 01106

Worcester
Mrs. Susan G. Hopkins '60
9 Pleasant St.
Ayer MA 01432

ME
Mr. & Mrs. Davis Van Winkle '63, '64
Luther Gulick Camps
South Casco ME 04077

MI
Mr. Alan J. Levy '74
659 Turner Park Ct.
Ann Arbor MI 48103

Ms. Susan H. Johnson '84
603 W. Liberty
Ann Arbor MI 48103

MN Minn/St. Paul
Mr. Edward Schaefer '84
674 Brentwood Lane
Eagan MN 55391

MO St. Louis
Mr. Gerald C. Thayer '65
12749 Topping Acres
St. Louis MO 63131

Kansas City
Ms. Kristie C. Wolferman '70
1232 West 58th St.
Kansas City MO 64113

NH
Mrs. Terence Flahive '70
87 Hitching Post Ln.
Bedford NH 03102

NJ Northern NJ
Mr. & Mrs. Peter Zecher '56, '55
224 Glenwood Rd.
Ridgewood NJ 07450

Mr. Christopher Cowan '86
58 Fairmount Rd.
New Providence NJ 07974

Ms. Cynthia Bear '72
305 Hartford Rd.
So. Orange NJ 07079

Princeton
Mr. & Mrs. J. Allen Fitzpatrick '78
P.O. Box 6254
Lawrenceville NJ 08648

Rumson–Redbank
Mr. Michael Miles '79
Lighthouse Rd.
Highlands NJ 07732

NY Albany
Ms. Constance Carroll '75
RD 5, Arrowhead Rd.
Saratoga Springs NY 12866

Buffalo
Mr. Charles R. Rice '58
85 Middlesex Rd.
Buffalo NY 14216

Long Island
Ms. Pamela Frederick '88
1821 2nd Ave., Apt. 3N
New York NY 10128

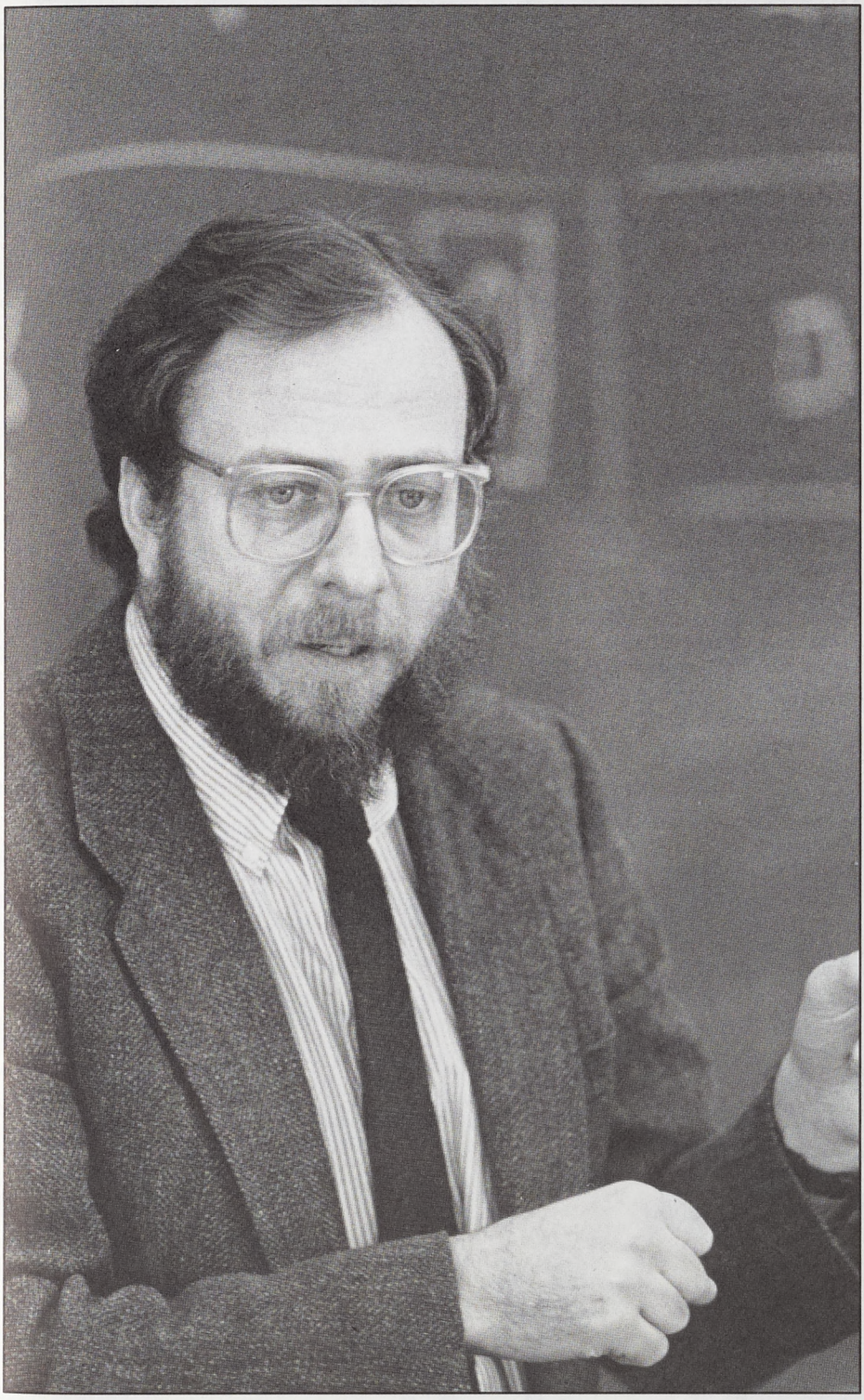
New York City
Ms. Paula M. Carr '82
201 E. 86th St., Apt. 23C
New York NY 10028

Rochester
Mr. & Mrs. James Ryan, Jr. '82, '80
23 Shelwood Dr.
Rochester NY 14618

Utica
Mr. George M. Kuckel '72
RD 1 Box 52, Peck Rd.
Deansboro NY 13328–9708

Westchester
Mr. David P. Bridges '55
293 Benedict Ave.
Tarrytown NY 10591

OH Cleveland
Mr. Joseph D. Sullivan '84
820 W. Superior, Suite 800
Cleveland OH 44113



PA Philadelphia
Mrs. Nancy D. Fuller '54
1524 Old Gulf Rd.
Villanova PA 19085

Pittsburgh
Mr. Lawrence B. Eighmy '86
1207 Monterey St.
Pittsburgh PA 15212

RI Providence
Ms. Maris Swan Humphreys '65
129 Ethel Dr.
Portsmouth RI 02871

TN Nashville
Mrs. Elizabeth Sherburne '53
227 Leonard Ave.
Nashville TN 37205

Memphis
Mrs. Rebecca B. Theobald '84
1735 Carruthers Place
Memphis TN 38112

TX Austin
Mrs. Jose M. Roesset '62
11909 Arch Hill Dr.
Austin TX 78750

Dallas
Mrs. Margaret Hanlon Wilson '86
4002 Prescott Apt. 11
Dallas TX 75219

Houston
Mr. O. Samuel Morton '57
12411 Perthshire
Houston TX 77024

VT Southern VT
Ms. Meredith Wade Rockefeller '82
P.O. Box 526
Putney VT 05346

Central VT
Mr. Lincoln G. Clark '60
RR 2, Box 744A
Bethel VT 05032

Northern VT
Mr. Mark G. Bertolini '71
R.D. 2
Lyndonville VT 05851

WA Seattle
Mr. Thomas T. Weeks '78
5661 Beach Dr. S.W.
Seattle WA 98136

CANADA

Montreal
Ms. Stephanie Kouri '86
3533 Lorne Ave.
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UNITED KINGDOM

London
Mr. Richard B. Taylor '67
69 Corringham Rd.
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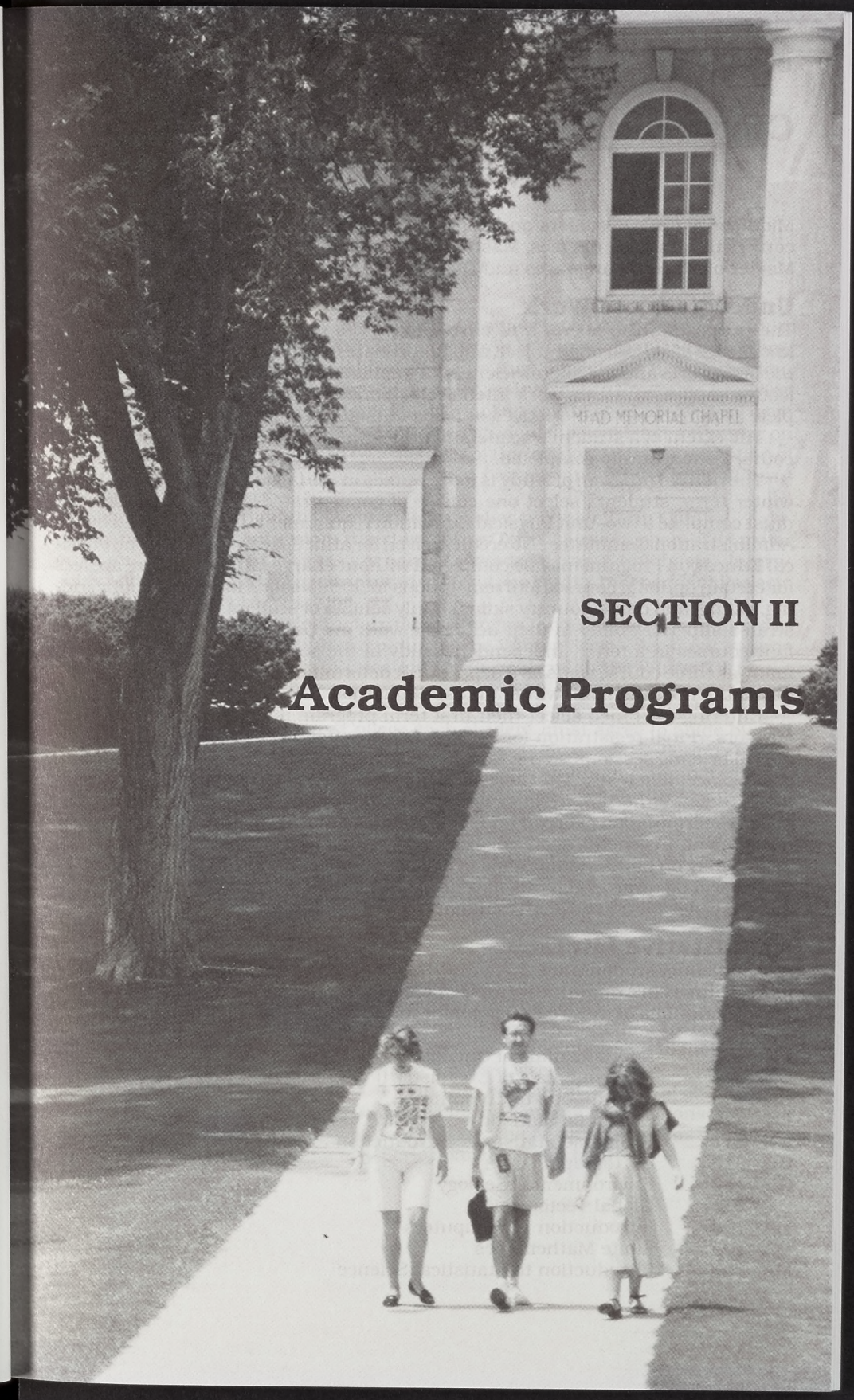


SECTION II

Academic Programs

Curriculum

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees, Master of Arts, Master of Letters, Master of Science, Master of Modern Languages and Doctor of Modern Languages.

Undergraduate Work

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of at least one subject, and to correlate it with a broad understanding of the liberal arts and the liberal sciences. To achieve the scholarship which this objective implies, students work intensively in one or more departments and complete requirements and electives in fields outside of their specialization.

The extent of a student's academic work at Middlebury College is reckoned in courses successfully completed.

The normal program of study is four courses in the fall and spring terms. In the winter term, students select one course of concentrated study. Each student must complete a two–unit Physical Education requirement unless excused by the Administration Committee. No credit is given for athletic team activity. The Physical Education Program may be completed without charge, although there are fees for certain optional courses (current options include lessons in karate, scuba, riding, skiing, and cross–country skiing). Only seniors or students who have demonstrated superior ability in their academic work are permitted to take more than four courses in a term. Independent study in the senior year may count for as many as three course units as a department determines. The course units may be distributed between fall, winter and spring terms.

Entering freshmen select their first term program in consultation with their advisors. Final registration for courses occurs after students have been able to attend briefing sessions on the various departmental offerings and to take appropriate placement tests. The College Board's Advanced Placement tests may qualify a student either for credit or for advanced standing in a course sequence or both. Determination of credit and/or standing is the prerogative of the academic department. In general, scores of 4 or 5 carry credit as well as standing. Students who qualify on both examinations in English (English literature and English language) will be awarded credits for one examination only. All entering freshmen must register for a Freshman Seminar in their first semester at Middlebury.

Quantitative Literacy

All Middlebury students are encouraged to take at least one, and preferably two or more, courses in a quantitative area. A partial list of quantitative courses follows. The descriptions of these courses will be found among the departmental listings.

CH 103	Fundamentals of Chemistry I
CH 104	Fundamentals of Chemistry II
CX 103	Introduction to Computers
EC 210	Economic Statistics
EC 211	Economic Statistics: Introduction to Regression Analysis
GG 310	Cartography
GL 112	Environmental Geology
GL 170	Global Tectonics
MA 103	Introduction to Computers
MA 105	Finite Mathematics
MA 106	Introduction to Statistical Science

MA	112	Calculus I
MU	250	Music Through Electroacoustics
MU	350	Electroacoustics Music Composition
PA	180	Introduction to Modern Logic
PH	109	Mechanics
PS	300	Political Methodology
PY	201	Statistical Analysis
SA	301	The Research Process — Sociology

Winter Term

During the month of January, students elect a single intensive program of study. This program may involve independent projects or a course organized by a member of the faculty. Properly qualified students may participate in Independent Study under the direction of a faculty member, in Internship Programs involving significant exposure to the fundamental work of an established profession, or in Student–Led Courses, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty. With the exception of freshmen, students may pursue independent projects and internships off campus during winter term.

Each fall the Curriculum Committee publishes a Winter Term Catalog. A department may not require more than two Winter Term courses as part of its major program. Winter Term courses are normally graded on an A to F basis. Internships and Student–Led courses are graded credit/no credit. Independent Projects may be graded honors/pass/fail.

Students involved in introductory foreign language courses may be required to participate in a continuing program during the Winter Term. Seasonal options and opportunities in Physical Education continue through the Winter Term.

Honor Code

Before enrolling at Middlebury College each student must agree to abide by and uphold the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, pre–announced tests and final examinations are unproctored, and at the conclusion of the examination the student writes and signs on the examination booklet the following statement: "I have neither given nor received unauthorized aid on this examination."

All violations of the Honor Code come under the jurisdiction of the Judicial Council which is student managed. Anyone who observes an infraction should report the offense to the Judicial Council. Any infraction of the Honor System is punishable by dismissal from College.

Scholarship

When students enter Middlebury College, they become members of an academic community that makes its demands and measures its achievements not so much in terms of time as in terms of the task accomplished. Though they are required to register for a certain number of units each term, their commitment to their education will undoubtedly involve many more hours a week in reading, in laboratory work, and in preparation for classes than they will spend attending classes.

Grades are recorded A, B, C, D and F. Plus and minus designations are used only with A, B and C. D is a probationary grade which, while it records a minimal pass, is regarded as unsatisfactory performance. F is a failure.

Ranking System

(A+ and A 4.0, A– 3.7, B+ 3.3, B 3.0, B– 2.7, C+ 2.3, C 2.0, C– 1.7, D 1.0, F 0)

College Scholar: . . . Grade point average of 3.5 with no grade lower than B for students taking four or more courses.

Dean's List: . . . . Grade point average of 3.1 with no grade lower than B for students taking four or more courses

Probation: . . . . 2 Ds
1 D and 1 F
D or F in winter term
For students completing term with 3 units of credit: 1 D or 1F

Failure: . . . . . 3 Ds
2 Fs
1 F and 2 Ds
2 Ds and 1 F while on probation
D or F in winter term while on probation
3 times on probation
For students completing term with 3 units of credit: 1 F and 1 D or 2 Ds or a second term in succession of probationary standing.
First–term freshmen who have two Fs and two Cs or better or three Ds and one C or better at the end of their first term will be continued in college on academic probation. Two Ds and 1 F constitute failure. For those taking three courses, three Ds or 2 Fs constitute failure.

Academic Honors

The College recognizes superior academic achievement in the following ways:

Phi Beta Kappa. The Middlebury Chapter of Phi Beta Kappa Society is the Beta of Vermont, established in 1868. Students are elected to Phi Beta Kappa by the faculty members of the chapter on the basis of outstanding academic achievement in all fields of their endeavor. Students are eligible for election in the beginning of their senior year on the basis of three years' work at Middlebury, or at the end of their senior year on the basis of four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years at Middlebury.

Departmental Honors Program. Students may be eligible for departmental honors upon graduation if they meet certain standards established by the College and the individual department. Honors work usually requires a special project such as a thesis.

These Honors are printed on the Commencement program and will be certified to, when requested, by a written certificate from the Director of Undergraduate Records and the chair of the department, stating the nature and quality of the work done.

Commencement Honors. Commencement honors are awarded for high scholastic rank. Graduation honors are *summa cum laude*, *magna cum laude* and *cum laude*.

Honorary Appointments. The faculty makes honorary Commencement appointments: to the senior attaining highest rank, the appointment of Valedictorian; to the second in rank, the appointment of Salutatorian. Transfer students are not eligible for these appointments.

Prizes, Scholarships, Fellowships. A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the the student's undergraduate career. Others provide assistance for graduate work. A complete listing of Scholarships, Prizes and Awards is found in Section III of this catalog.

Course Offerings

Major Program, Concentrations and Distribution Requirements

To obtain a Middlebury College undergraduate degree each student must complete a major, a concentration and a distribution requirement of at least two courses in each of four areas. In addition, each student must complete a First Year Student Seminar at Middlebury and a second writing–intensive course by the end of the sophomore year.

Major

Students must choose a major no later than the end of the first semester of the sophomore year. Some highly structured programs, particularly those involving study in the foreign languages or the natural sciences, require a declaration of major by the end of the freshman year.

In registering for the major program, the student normally consults the chair of his or her chosen department. The chair appoints a departmental advisor who recommends a pattern of courses for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommend to further the student's particular academic interests or intentions. Departments offer different programs of Senior Work adjusted both to the nature of the field and to the student's needs. A department may offer as many as three units of Senior Work outside the regular course pattern. This Senior Work may consist of Independent Study and/or General Examination, Senior Seminar or Senior Course. Students should consult the descriptions of the Senior Work under each department for details. The Senior Work courses may be distributed over fall, winter and spring terms. Where a joint major involving two or more departments is desirable a single General Examination may be required. Details should be worked out with the department chairs involved.

Should students not be satisfied with their first choice of major they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Advisor Change Form" must be obtained at the Dean of Students' Office, completed, and returned to that office. After the beginning of the third year, students may change majors only for exceptional reasons and with the consent of the Dean of Students.

Specific course requirements for each major are listed under the department involved. A minimum of 10 courses must be completed in the major. The official majors offered at Middlebury College are:

American Civilization
American Literature
Art
Biology
Chemistry and Biochemistry
Chinese
Classical Studies
Classics
Computer Science
East Asian Studies
Economics
English
Environmental Studies
French
Geography
Geology
German
History
Independent Scholar
International Major
International Politics and Economics
Italian
Literary Studies
Mathematics

Molecular Biology and Biochemistry
Northern Studies
Music
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Russian and Soviet Area Studies
Sociology–Anthropology
Spanish
Theatre, Dance and Film/Video
Women's Studies

Joint Major: Joint majors are programs that combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These joint majors are official only after the required program is approved by an advisor from each department, and is on file in writing with the Dean of Students detailing how the minimum combined total of 14 fall and spring courses will be met. A senior program must combine both majors and be agreed upon by the departments involved.

Double Major: A program in which the student fulfills the complete major requirements of two departments. An advisor from each department is required.

International Major: The International major consists of a non–language and non–literature discipline, and includes a specified number of advanced courses in that discipline taken at one of the Middlebury College Schools Abroad or an approved equivalent. It satisfies the major–and–concentration requirement.

Independent Scholar: Outstanding students with clear educational goals that cannot be fulfilled within the framework of normal departmental requirements may plan their own curricular programs with the assistance of a faculty advisor. They submit their programs to the Independent Scholar Committee for review and approval.

Special Programs

Premedical, Predental and Preveterinary Programs. No specific major is required of students wishing to prepare for medical professions. However, students are required to complete the following courses:

BI 185	Organismal Biology
BI 195	Genetics and Evolution
BI 250	Cells and Organelles
CH 103	Fundamentals of Chemistry I
CH 104	Fundamentals of Chemistry II
CH 241	Organic Chemistry I
CH 242	Organic Chemistry II
MA 112	Calculus I
MA 113	Calculus II
PH 109	Mechanics
PH 110	Electricity and Magnetism
One Year of English	

Pre–vet students also need bio–chemistry (for example, CH 322), and may have other specific biology requirements. Interested students should begin as freshmen to take biology, chemistry and mathematics consistent with their backgrounds and abilities. All requirements must be completed by the end of the junior year, so students are best prepared to take the Medical College Admissions Test. Interested students should be in touch with Professor Bob Osborne in Warner 305A soon after their arrival at Middlebury.

Early Assurance Premedical Program. Working in cooperation with a small group of medical schools (e.g., Darthmouth, Rochester, Tufts, the University of Connecticut, and the Medical College of Pennsylvania), Middlebury is able to offer to exceptionally well–qualified students the opportunity for acceptance by a medi-

cal school at the end of his or her sophomore year. Candidates for Early Assurance should be absolutely sure that they want to pursue a career in medicine, should be sure of the medical school they wish to attend, and must demonstrate clearly how such a program will benefit them in a significant way. They should be active and productive in extra–academic endeavors, and their academic performance should be outstanding. Those who are selected as Early Assurance candidates will complete their Middlebury B.A. in normal course prior to entering medical school, and, of course, will be expected to maintain high academic standards throughout their Middlebury tenure. For details, contact Professor Osborne in Warner as early as possible.

Other Preprofessional Programs. Students may engage in other four–year, pre–professional programs that prepare them for studies in law, business–management, engineering, nursing, forestry/environmental studies, architecture and other disciplines. These students should register as early as possible, and should periodically check their programs with special advisors in the following fields: Law: Professor Murray Dry; Business–Management: Professor David Colander; Architecture and Engineering: Professor Glenn Andres; Nursing: Professor Bob Osborne; Forestry: Professor Steven Trombulak.

Dual Degree Programs. There are two ways to combine three years of study at Middlebury with further study at a professional school and qualify for both the Middlebury degree and the professional degree. These programs are possible with schools of law, business–management, engineering, and nursing. With advanced degree–professional programs (e.g., law, business–management), if the student meets specific requirements at Middlebury, he or she is eligible for the Middlebury B.A. upon successful completion of the first year of study at the professional school. In programs in which the candidate earns a Bachelor's level degree in the professional discipline (e.g., engineering, nursing) the student is eligible for the Middlebury B.A. when the professional school degree has been granted. In any case, the recommendation of the Preprofessional Committee to grant the Middlebury B.A. must be approved by the Administration Committee, the Faculty, and the Trustees before the degree is granted. The two types of programs are outlined below, and those interested should register with the appropriate faculty member (see above), and should consult with him concerning details of the plans.

1. Formal Plans: Formal agreements for dual degree combined plans are in effect with a limited number of schools of business–management, engineering, and nursing. Candidates for these programs must complete three years of undergraduate study at Middlebury and must be screened early in the junior year by the Preprofessional Committee of Middlebury College. In the case of engineering and nursing, endorsement by this committee leads to automatic admission of the candidate to the professional school. Schools of business management normally serve as their own admitting agents, but require the recommendation of the Preprofessional Committee.
2. Student Initiated Plans: It is possible for a well–qualified student to make arrangements to transfer after his or her third year at Middlebury to a certified school of law, engineering, nursing or school of business–management and become eligible for the Middlebury B.A. In these programs it is the responsibility of the candidate to make all of the necessary arrangements for transfer, and he or she must gain acceptance by the professional school. The Preprofessional Committee will screen all such candidates and shall be responsible for verifying whether or not the professional program is fully accredited, and for determining whether or not all Middlebury requirements have been met. On the basis of this appraisal the committee will recommend or not recommend the candidate for admission to the pro-

fessional school and for the Middlebury degree. Recommendation by the committee does *not* guarantee admission to the professional school.

Exchange Programs. Middlebury maintains exchange programs with several colleges, including Berea College and St. Mary's College during winter term and Swarthmore College during spring term.

American Collegiate Consortium for East–West Cultural and Academic Exchange. An opportunity for a limited number of juniors to study for the entire academic year at a variety of Soviet universities. Because of the special opportunities afforded by this program, interested students must begin Russian language study in their freshman year to be eligible. Participants will be required to demonstrate Russian language proficiency at the advanced level (third year or higher) . While in attendance at the Soviet university, students will be expected to take courses both in their major and outside of it. Interested students should be in touch with Professor of Russian Thomas Beyer.

Junior Year Abroad. Many opportunities are available for study abroad during the junior year. Interested students should discuss their plans early with the faculty advisors and Dean Lindholm.

Lincoln and Worcester Colleges, Oxford. Up to three juniors majoring in English, history or in a social science and wishing to study English, history or philosophy, politics and economics may be accepted for a one–year program of study at Lincoln or Worcester Colleges, Oxford. Interested students should be in touch with Dr. Wilders. Financial aid is available for this program.

Washington Semester Program. Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, Political Science Department. Financial aid is available for this program.

Williams College–Mystic Seaport Program in American Maritime Studies. As many as six Middlebury students a year may spend a semester studying man's relationship to the sea at the nation's leading maritime museum. Interested students should be in touch with the Dean of Students' Office. Financial aid is available for this program.

Distribution Requirements

Each student must complete a distribution requirement consisting of a minimum of two courses in each of the four areas: Humanities, Natural Sciences, Social Sciences, and Foreign Languages/Area Studies. The first three of these refer to courses in the corresponding division, while the Foreign Languages/Area Studies designation refers to courses in the Foreign Languages division, the East Asian Studies Program, the Russian and Soviet Studies Program, and in the Latin American Studies (CN 106) and Third World Studies (CN 028) concentrations.

Individual divisions, departments through divisions, or (in case of Foreign Languages/Area Studies) the division in consultation with other faculty teaching in Area Studies programs, may determine what courses or mixes of courses are appropriate to satisfy the requirement in that area. In the absence of a determination to the contrary, any courses in the division will be deemed appropriate. All divisional adjustments in the distribution requirement must be approved both by the appropriate division and by the Curriculum Committee, which will report to the full faculty.

Courses in the Major, in the Concentration and Intensive Writing courses may be counted toward the distribution requirement. Beginning with the fall of 1991, First Year Student Seminars no longer count toward the distribution requirement. No student may count a course toward distribution requirements in more than one area.

At least one course counting toward the distribution requirement in each of the four areas must be completed by the end of the sophomore year.

In the Foreign Languages Division, students choosing a course in East Asian, Russian and Soviet Area Studies or from the Latin American Concentration in partial fulfillment of the requirement must still take at least one course in the Foreign Languages Division. The distribution requirement may not be fulfilled by FR 101 or 102 or SP 101, 102, 103, or 201. Students may count either SP 219 or 220, but not both, toward partial fulfillment of the requirement.

All regular term courses in the Division of Natural Sciences except BI 102, BI 111, GL 101, GL 222, and NE 152 can be counted toward the distribution requirement.

Winter Term courses will count toward the distribution requirement only if the course has been listed as counting toward that requirement.

Division of Foreign Languages

In addition to foreign language courses offered in departments of Chinese, Classics, French, German, Italian, Russian, Spanish, and in the Program in Japanese, the Division of Foreign Languages offers a number of courses in English, which span the boundaries of its separate departments. *See individual department listings for a description of the following courses and when they will be offered:*

CS	**133**	**Masterworks of Chinese Literature and Civilization**
CS	**216**	**Traditional Chinese Fiction**
CS	**220**	**Modern Chinese Fiction**
CS	**225**	**Classical Chinese Poetry**
CS	**260**	**Introduction to Literary Theory and Criticism**
CL	**121**	**The Classical Tradition of the Liberal Arts and Sciences**
CL	**131**	**History of Classical Greece**
CL	**132**	**History of Rome**
CL	**150**	**The Ancient Epic**
CL	**152**	**Greek Tragedy**
CL	**175**	**Greek Philosophy**
CL	**332**	**Problems in Ancient History: Civil War**
CL	**420**	**Seminar in Classical Literature**
CL	**450**	**History of Classical Literature**
FR	**112**	**Humanists and Heroes**
FR	**115**	**Realism: French Fiction from Stendhal to Proust**
FR	**120**	**Women Writers in France**
FR	**125**	**Picking Things Apart: An Introduction to Cultural Critics**
FR	**143**	**The Politics and Culture of the French Resistance**
IT	**290**	**Dante**
JA	**216**	**Traditional Japanese Literature in Translation**
JA	**220**	**The Novel and the Novelist in Modern Japan**
JA	**226**	**Japanese Fiction: Image and Idiom**
RU	**151**	**Russian Literature's Golden Age (1830–1880)**
RU	**152**	**Russian Modernism (1880–Present)**
RU	**251**	**Epic, Myth and Ritual in Soviet Literature**
RU	**351**	**Dostoevsky**
RU	**352**	**Tolstoy**
RU	**353**	**Russian Theatre**
RU	**354**	**Chekhov**
RU	**356**	**Russian Literature of the 60s and 70s**

Concentrations

A concentration consists of four or more courses governed by a general principle. A summary of the concentration guidelines are as follows:

1. A student must have an approved concentration before the end of his or her sophomore year. An information packet with complete guidelines will be sent to each student in the spring of the sophomore year.
2. A student must select a concentration outside the division of his or her major department. A student may include in a concentration one course in his or her division, but that course must be outside the student's major department. Divisions are Humanities, Social Sciences, Natural Sciences and Foreign Languages.
3. A student may not include a course in a concentration that will satisfy both a major and a concentration requirement.
4. A student may elect to design an original concentration. A self-designed concentration will need approval of a department chairperson and the Curriculum Committee. A self-designed concentration must include courses beyond the introductory level.

The following is a list of concentrations proposed by the faculty. Any concentration on the following pages will satisfy the above guidelines if it includes at least three courses outside the division of the student's major.

The concentration requirement is administered by the Curriculum Committee. Questions may be directed to its chairperson or to the Dean of Students' Office.

Interdisciplinary and Interdepartmental

CN 001 American Religious History

1.	RE	220	The Shaping of American Religious Life
2.	AL	201	American Literature: 1620–1830
3.	RE	306	From Puritanism to the Gospel of Wealth
4.	RE	308	Seminar in American Religious History

CN 002 Applied Mathematics In Biology

1.	MA	105	Finite Mathematics: Probability, Matrices, and Programming
2.	MA	112	Calculus I
3.	BI	190	General Ecology
4.	BI	195	Genetics and Evolution
5.	BI	225	Human Genetics

CN 003 Applied Mathematics In Physics

1.	MA	112	Calculus I
2.	MA	113	Calculus II
3.	PH	109	Newtonian Physics
4.	PH	110	Electricity and Magnetism
5.	PH	155	An Introduction to the Universe *or*
6.	PH	266	Contemporary Astronomy and Astrophysics

CN 005 Basic Neurosciences

1.	PY	301	Physiological Psychology
2.	BI	360	Practical Cell Biology
3.	BI	370	Human and Animal Physiology
4.	BI	250	Organelles and Cells

CN 009 Developmental Issues In Course of Life

1.	PY	205	Psychology of Gender *or*
	SA	352	Social Psychology
2.	TE	202	Issues of Adolescent Development
3.	SA	316	The Sociology of Youth
4.	PY	326	Adult Development and Aging

CN 015 Econometrics

1.	MA	105	Finite Mathematics: Probability, Matrices and Programming
2.	MA	112	Mathematical Analysis I *or*
	MA	200	Linear Algebra
3.	EC	210	Economic Statistics
4.	EC	211	Economic Statistics: Introduction to Regression Analysis
5.	EC	311	Applied Econometrics

CN 016 Environmental Studies

1.	ES	112	Natural Science and the Environment
2.	PS	211	Environmental and Natural Resource Policy
3.	EL/AL	113	Visions of Nature *or*
	RE	303	Religion, Ethics and the Environment
4.	BI	190	General Ecology *or*
	GL	112	Environmental Geology
5.	EC	365	Environmental Economics *or*
	GG	260	Social Aspects of Environmental Issues

CN 017 Foundations of Mathematics

1.	MA	105	Finite Mathematics: Probability, Matrices and Programming
2.	MA	112	Calculus I
3.	MA	113	Calculus II
4.	PA	280	Intermediate Logic *or*
	MA	227	Set Theory *or*
	MA	228	Mathematical Logic

CN 020 Mathematics, Economics and Models

1.	MA	112	Calculus I
2.	EC	155	Introductory Economics (Micro)
3.	MA	315	Mathematical Models in the Social, Life and Management Sciences *Or*
	MA	318	Operations Research
4.	EC	355	Microeconomic Theory

CN 022 Women's Studies Concentration

Any four courses: students must include courses from both groups.

1.	GG	410	Seminar in Geography of Development: Women in Development
	GG	412	Seminar in Urban Geography: Women in the City
	HI	373	History of American Women
	HI	410	Constructing Latin American Women's History
	PS	415	Seminar in Latin American Politics: At the Crossroads of Gender and "Development"
	PY	205	Psychology of Gender
	PY	420	Issues in the Psychology of Gender
	SA	191	Introduction to Women in Social Thought
	SA	304	Women, Culture and Society
	SA	390	Sociology of Women
2.	AL	260	Nineteenth Century American Women's Writing
	AL	320	The Double American Renaissance
	AL	450	Emily Dickinson
	AR	323	Women in the Visual Arts
	CS	220	Women in Modern Chinese Fiction
	EL	114	Reading Women's Writing
	FR	120	Women Writers in France
	FR	362	Women in the Novel of the Ancien Régime
	PA	221	Gender and the History of Philosophy
	PA	235	Feminist Theory and Human Nature
	RE	290	Women's Religious Life and Thought
	SP	442	Latin American Women Writers: Expanding the Canon
	TH	115	Psychology of Dress
	TH	125	History of Fashion
	TH	206	Contemporary Women Playwrights
	TH	336	Women and Film/Video

CN 024 Renaissance Culture

1.	EL	303	Sixteenth Century English Literature
3.	AR	201	Painting and Sculpture of the Italian Renaissance
4.	EL	225	Shakespeare's Comedies *or*
	EL	321	Shakespeare *or*
5.	EL	224	Medieval and Renaissance Drama

CN 027 The Soviet World

Choose four courses from at least three departments:

1. *Three of the following:*

EC	230	The Soviet Economy
EC	330	Comparative Economic Systems
GG	222	Geography of the Soviet Union
HI	247	Traditional Russia
HI	248	Russian Revolution and the Soviet Regime
PS	227	Soviet Politics
PS	328	Political Development of East and Central Europe
RU	151	Russian Literature's Golden Age (1830–1880)
RU	152	Russian Modernism (1880–Present)

2. *One of the following:*

EC	430	Comparative Reform in Centrally Planned Economies
GG	422	Topics in Soviet Geography
HI	404	Readings in Russian and Soviet History
PS	408	United States–Soviet Relations
PS	414	Soviet and East European Politics

CN 028 Third World Studies

Three at the 200–300 level:

HI	212	Modern East Asia
HI	226	Modern Africa *or*
HI	238	Modern Middle East History
HI	285	Colonial Latin American History
HI	286	Modern Latin America *or*
HI	287	Central America: the Struggle for Change *or*
HI	339	History of Southern Africa
PS	220	Asian Politics
EC	325	Economic Development, Theory and Practice *or*
PS	223	Latin American Politics

One at the 400 level:

HI	408	Readings in African History
HI	410	Constructing Latin American Women's History
HI	411	Historical Roots of Central American Crisis
HI	428	Writing and Research in Latin American History
PS	404	The Global Political Economy *or*
PS	415	Seminar on Latin American Politics *or*
PS	404	Seminar on the Global Political Economy *or*
PS	415	Seminar on Latin American Politics: *or*
PS	430	United States–Asian Relations

CN 100 Judaic Studies

1.	RE	201	The Jewish Tradition
2.	RE	202	The Making of Modern Judaism
3.	*Either:*		
	RE	105	An Introduction to the English Bible *or*
	RE	280	Studies in Hebrew Bible/Old Testament
4.	*One of the following:*		
	RE	304	Seminar in Jewish Thought
	RE	320	Seminar on the Holocaust
	CL	206	Intermediate Biblical Hebrew
	CL	305	Readings in the Hebrew Bible
	CL	406	Advanced Hebrew Studies

CN 106 Latin American Studies

1.	SP	201	Intermediate Spanish
2.	SP	219	Self-Expression in Spanish
3.	SA	326	Latin American Culture and Society
4.	*Any one of the following:*		
	HI	285	Colonial Latin America
	HI	286	Modern Latin America
	HI	287	Central America: The Struggle for Change
	HI	410	Constructing Latin American Women's History
	HI	411	The Historical Roots of the Central American Crisis
	PS	223	Latin American Politics
	PS	415	Seminar on Latin American Politics

CN 110 International Politics in an Historical Perspective

1–2.	*Any two of the following:*		
	HI	215	History of Modern Europe: (1815–1900)
	HI	216	History of Modern Europe: (1900–1968)
	HI	226	Modern Africa
	HI	238	Modern Middle East
	HI	285	Colonial Latin America
	HI	286	Modern Latin America
	HI	287	Central America: The Struggle for Change
	HI	353	British History: (1603–1815)
	HI	354	British History: (1815–1979)
3.	PS	201	International Politics
4.	*One of the following:*		
	PS	403	Themes in Modern European History
	PS	405	Seminar on the Causes of War
	PS	406	Seminar on Western European Politics
	PS	408	Seminar on United States–Soviet Relations
	HI	410	Constructing Latin American Women's History
	PS	412	Seminar on Diplomacy
	HI	413	Topics in Modern European History
	HI	420	Writing and Research in European History
	HI	428	Writing and Research in Latin American History

CN 111 Society and Culture In Modern Europe

1–3.	*Any three of the following:*		
	AR	205	Painting and Sculpture of Nineteenth Century Europe
	EL	110	Continental Fiction
	HI	215	History of Modern Europe: 1800–1900
	HI	216	History of Modern Europe: 1900–1968
4.	HI	402	History of Germany
	HI	403	Major Themes in Modern European History *or*
	HI	413	Topics in Modern European History

CN 114 Classical Heritage: Philosophy and Religion

1.	PA	201	Ancient Greek Philosophy
2.	PS	317	Classical Political Philosophy *or*
	CL	175	Greek Philosophy
3.	RE	110	Introduction to Western Religious Life and Thought
4.	*Plus any one of the following:*		
	CL	150	Ancient Epic
	CL	152	Greek Tragedy *or*
	EL	227	Greek Comedy
	CL	131	History of Greece
	AR	311	Ancient Art
	AR	312	Roman Art

CN 155 Humanities and The Environment

1.	EL/AL	113	Visions of Nature
2.	PA	207	Ethics and the Environment

3–4. *Two of the following:*

AL	202	American Literature (1830–1865)
CS	225	Classical Chinese Poetry in Translation
EL	213	English Romanticism
RE	312	Buddhist and Christian Enlightenment

CN 174 History and Philosophy of Science

1.	PA	212	Introduction to the History of Modern Science
2.	PA	214	Science and Society *or*
	PA	216	Introduction to the Philosophy of Science

3–4. *Any two of the following:*

PA	220	History of Materialism
MA	240	History of Mathematics
PA	355	Issues in the Philosophy of Time
PH	101	Physical Reality and Human Thought

CN 175 Soviet History and Politics

1.	HI	247	Traditional Russia
2.	HI	248	The Russian Revolution and the Soviet Regime
3.	PS	227	Soviet Politics
4.	HI	404	Readings in Russian and Soviet History
	PS	414	Soviet and East European Politics

CN 176 Cognitive Science

1.	CX	326	Artificial Intelligence
2.	PY	208	Human Memory
	PY	305	Research and Theory in Cognitive Psychology
3–4.	PA	351	Theory of Knowledge
	PA	345	Philosophy of Language
	PA	352	Philosophy of Mind

5. *One of the following:*

MA	127	Elementary Computer Simulation
MA	228	Mathematical Logic *or*
PA	280	Intermediate Logic
MA	315	Mathematical Models in the Social, Life and Management Sciences
PY	225	Child Psychology
PY	301	Physiological Psychology

CN 177 Geology and Ecology of Vermont

1.	GL	112	Environmental Geology
2.	BI	190	General Ecology *or*
	BI	202	Vertebrate Life
3.	GL	201	Bedrock Geology of Vermont

4. *One of the following:*

BI	302	Vertebrate Natural History
BI	390	Advanced Ecology
GL	321	Sedimentary Rocks

CN 190 African–American Studies

1-3. *Three of the following:*

HI	371	African–American History
AL	355	Black American Literature
AL	356	Topics in Afro–American Literature
SA	354	Ethnic Groups in the United States

4. *With one of the following to make a total of four courses:*

HI	226	Modern Africa
HI	364	Civil War and Reconstruction: 1845–1890
HI	407	Readings in African History
HI	405	Readings in American History: The Protest Impulse

Departmental

AMERICAN LITERATURE

CN 159 American Literary History

1.	AL	201	American Literature: 1620–1830
2.	AL	202	American Literature: 1830–1865
3.	AL	203	American Literature: 1865–1940
4.	*Any other AL elective (including AL 103)*		

CN 178 American Literary Genres

1.	AL	103	Reading American Literature
	AL	201	American Literature: 1620–1830
2.	AL	202	American Literature: 1830–1865
	AL	203	American Literature: 1865–1940
3.	AL	301	The American Novel: I
	AL	302	The American Novel: II
4.	AL	306	American Poetry: 1620–1920
	AL	307	American Poetry: 1920–Present

ART

CN 033 Art of Europe, Renaissance and Baroque

1.	AR	101	History of Art I: Ancient to Renaissance
2.	AR	201	Art of the Italian Renaissance
3–4.	*Any two additional courses in the Art of Europe, 1100–1700*		

CN 034 Modern Art

1.	AR	101	Introduction to Art
2–4.	*Any three additional courses in the art of mid–18th century to the present*		

CN 035 Art History

(Replaces CN 033 and CN 034 for all students beginning to concentrate in fall 1990.)

1–2. *Any two of the following:*

AR	101	Art History I: Ancient to Renaissance
AR	102	Art History II: Renaissance to Modern
AR	103	Art History III: Asian Art
AR	104	Art History IV: "Primitive" Art

3–4. Two upper level art history courses in one of the following categories: Ancient/Medieval, Renaissance/Baroque, Modern (post–1800), Non–Western.

CN 036 Studio Art

1.	One introductory Art History Survey (AR 101, 102, 103 or 104)		
2.	AR	209	Studio Art I
3.	AR	210	Studio Art II
4–5.	*One of the following two–term sequences in studio:*		
	AR	309–310	Painting
	AR	315–316	Printmaking
	AR	319–320	Sculpture
	AR	327–328	Photography

BIOLOGY

CN 037 Environmental Biology

1.	BI	185	Organismal Biology
2.	BI	190	General Ecology
3.	BI	195	Genetics and Evolution
4.	BI	203	Botany *or*
	BI	202	Vertebrate Life
5.	BI	390	Advanced Ecology
	BI	302	Vertebrate Natural History

CONCENTRATIONS

CN 039 Biology of Molecules

1.	BI	195	Genetics and Evolution
2.	CH	103	Fundamentals of Chemistry I
4.	CH	241	Organic Chemistry I
5.	BI	250	Organelles and Cells
6.	BI	314	Molecular Genetics

CN 040 Physiological Biology

1.	BI	185	Organismal Biology
2.	BI	195	Genetics and Evolution
3.	BI	250	Organelles and Cells
4.	BI	310	Microbiology
5.	BI	370	Animal Physiology

CN 166 Vertebrate Biology

1.	BI	185	Organismal Biology
2.	BI	195	Genetics and Evolution
3.	BI	202	Vertebrate Life
4.	BI	302	Vertebrate Natural History
5.	BI	370	Human and Animal Physiology

CN 167 Genetics

1.	BI	195	Genetics and Evolution
2.	BI	225	Human Genetics
3.	BI	250	Organelles and Cells
4.	BI	314	Molecular Genetics *or*
	BI	325	Applied Genetics

CN 168 Organismal Biology

1.	BI	185	Organismal Biology
2.	BI	201	Invertebrate Biology
3.	BI	202	Vertebrate Life
4.	BI	203	Botany
5.	BI	310	Microbiology

CHEMISTRY

CN 042 Cellular Structure and Function

1.	CH	104	Fundamentals of Chemistry II
2.	BI	195	Genetics and Evolution
3.	CH	241	(247) Organic Chemistry I
4.	CH	250	Organelles and Cells

CN 046 Organic Chemistry

1.	CH	104	Fundamentals of Chemistry II
2.	CH	241	Organic Chemistry I
3.	CH	242	Organic Chemistry II
4.	CH	442	Advanced Organic Chemistry

CN 191 Biochemistry

1.	CH	104	Foundations of Chemistry II
2.	CH	241	(247)Organic Chemistry I
3.	CH	242	(248)Organic Chemistry II
4.	CH	322	Biochemistry and Molecular Biology

CN 192 Physical Chemistry

1.	CH	104	Fundamentals of Chemistry II
2.	PH	110	Electricity and Magnetism
3.	CH	351	Physical Chemistry I
4.	PH	352	Physical Chemistry II

CHINESE

CN 008 Chinese Studies

1–2. CS 201–202

3–4. Any two courses centered upon China selected from the list of courses which may be counted toward the East Asian Studies major (including HI 331) providing that not more than one of these two courses is from the same division in which the student is taking his/her major. These two courses may not be Chinese language courses, such as CS 101–3, 301–2, 400, 401–2, but may be literature courses (taught in English or in Chinese) where appropriate.

CLASSICS

CN 113 Hebrew Language and Literature

1.	CL	105	Introduction to Biblical Hebrew
2.	CL	206	Intermediate Biblical Hebrew
3.	CL	305	Readings in the Hebrew Bible I
4.	*One of the following:*		
	CL	306	Readings in the Hebrew Bible II
	RE	280	Studies in the Hebrew Bible
	RE	201	The Jewish Tradition

CN 115 Classical Greek

Four courses in Greek

CN 142 Classical Latin

Four courses in Latin

CN 116 Greek Literature

Four of the following:

CL	131	History of Classical Greece
CL	150	The Ancient Epic
CL	152	Greek Tragedy
EL	227	Greek and Roman Drama
CL	175	Greek Philosophy
PA	201	Ancient and Medieval Philosophy
PS	317	Classical Political Philosophy

CN 143 Classical Civilization

Four of the following:

CL	150	The Ancient Epic
CL	121	The Classical Tradition of the Liberal Arts and Sciences
CL	152	Greek Tragedy *or*
EL	227	Greek and Roman Drama
CL	131	History of Classical Greece
CL	175	Greek Philosophy
CL	132	History of Rome
CL	332	Problems in Ancient History
CL	450	History of Classical Literature
CL	420	Seminar in Classical Literature

ECONOMICS

CN 047 Economic Theory

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	350	Macroeconomic Theory
5.	EC	355	Microeconomic Theory

CN 048 Applied Microeconomics

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	355	Microeconomic Theory
5.	EC	435	Modern European Socialist Economic Thought *or*
	EC	440	The Economics of International Trade *or*
	EC	460	Industrial Organization and Public Policy *or*
	EC	465	Special Topics in Environmental Economics *or*
	EC	470	Public Finance *or*
	EC	480	Labor *or*
	EC	485	Inequality and Poverty

CN 049 Applied Macroeconomics

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	350	Macroeconomic Theory
5.	EC	445	International Finance *or*
	EC	475	Monetary Theory and Financial Institutions

CN 050 Corporate/Managerial Economics

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	210	Economic Statistics *or*
	MA	310	Probability
5.	EC	316	Corporate Finance *or*
	EC	350	Macroeconomic Theory
6.	EC	310	Economics of Investing in Securities *or*
	EC	416	International Business

CN 051 International Economics

1.	MA	112	Calculus I
2.	EC	150	Introductory Economics (Macro)
3.	EC	155	Introductory Economics (Micro)
4.	EC	230	The Soviet Economy *or*
	EC	325	Economic Development, Theory and Practice *or*
	EC	330	Comparative Economic Systems *or*
	EC	340	International Economics: A Policy Approach
5.	EC	425	Seminar in Economic Development *or*
	EC	430	Comparative Reform in Planned Economies *or*
	EC	440	The Economics of International Trade *or*
	EC	445	International Finance

CN 194 Quantitative Economics

1.	EC	150	Introductory Economics (Macro)
2.	EC	155	Introductory Economics (Micro)
3.	EC	210	Economic Statistics
4.	EC	211	Introduction to Regression Analysis
5.	EC	311	Applied Econometrics

ENGLISH

CN 052 The Writing and Reading of Poetry

1.	EL	173	The Structure of Fiction and Poetry
2.	EL	275	Intermediate Workshop: Poetry
3.	EL	213	English Romanticism *or*
	EL	314	Post–Romantic Nineteenth–Century Literature
4.	EL/AL	312	Modern Poetry *or*
	AL	307	American Poetry: 1920–Present

CN 053 The Writing and Reading of Fiction and Non Fiction

1.	EL	107	Journal and Essay *or*
	EL	160	The Structure of Nonfiction *or*
	EL	173	The Structure of Fiction and Poetry
2.	EL	260	Intermediate Workshop: Nonfiction *or*
	EL	270	Intermediate Workshop: Fiction
3.	EL	206	Early English Novel *or*
	EL	207	Nineteenth Century English Novel *or*
	EL	314	Post–Romantic Nineteenth–Century Literature
4.	EL	208	Twentieth Century English Novel *or*
	EL/AL	309	Contemporary Literature

CN 054 Dramatic Literature

Any four of the following:

EL	111	European Drama
EL	227	Greek Comedy
CL	152	Greek Tragedy and Its Influence
CL	155	Greek and Roman Comedy
EL	224	Medieval and Renaissance Drama
EL	225	Shakespeare
EL	306	Restoration Literature
EL/LS	308	English and European Drama of the Seventeenth and Eighteenth Centuries
EL	321	Shakespeare
EL	229	Modern British Drama
EL	230	Contemporary British Drama

An approved TH course or a drama course in a department other than English)

CN 056 The Novel

Any four of the following:

EL	110	Continental Fiction
EL	206	The Early English Novel
EL	207	Nineteenth Century English Novel
EL	208	Twentieth Century English Novel
EL/AL	309	Contemporary Literature
AL	301	The American Novel I
AL	302	The American Novel II

CN 157 Poetry: The Lyric Tradition

1.	EL	203	Interpretation of Literature
2.	EL	303	English Literature of the Sixteenth Century *or*
	EL	304	English Literature of the Seventeenth Century
3.	EL	213	English Romanticism *or*
	EL	314	Post–Romantic Nineteenth–Century Literature
4.	EL/AL	312	Modern Poetry *or*
	AL	307	American Poetry: 1920–Present

FRENCH

N.B. Students may count one course per semester in France toward their concentrations.

CN 058 French Language and Literature

1. *One of the following:*

FR	205	Toward Liberated Expression *or*
FR	255	Writing in French

2–3. *Two of the following:*

FR	227	Introduction to French Poetry *or*
FR	228	Introduction to French Theatre *or*
FR	229	Introduction to French Prose

4. One literature course at the 300 level *or equivalent in France*

CN 118 French Literature and Civilization

1. FR 230 Introduction to Contemporary France
2. *One of the following:*
   - FR 228 Introduction to French Theatre
   - FR 229 Introduction to French Prose
3. FR 277 Facets of a Changing France
4. *One of the following, or equivalent in France:*
   - FR 361 French Classical Theatre
   - FR 362 Woman and the Novel of the Ancien Régime
   - FR 365 Literature and Society in the Ancien Régime
   - FR 375 Nineteenth Century Novel
   - FR 380 Writing in Question: The Twentieth Century Novel

CN 119 French Literature

1–2. *Two of the following:*
   - FR 227 Introduction to French Poetry
   - FR 228 Introduction to French Theatre
   - FR 229 Introduction to French Prose

3–4. Two Literature courses at the 300 level *or equivalent in France*

GEOGRAPHY

CN 120 Geographical Analysis of Human Activity

1. GG 100 Geography: A Modern Synthesis
2. GG 211 Economic Geography
3. GG 212 Urban Geography
4. *One of the following:*
   - GG 213 Population Geography
   - GG 215 Political Geography

CN 121 Human Activity in the Physical Environment

1. GG 100 Geography: A Modern Synthesis
2. GG 150 Physical Earth Processes
3. *One of the following:*
   - GG 251 Geomorphic Processes *or*
   - GG 254 Weather and Climate
4. *One of the following:*
   - GG 260 Social Aspects of Environmental Conservation
   - GG 253 Natural Hazards
   - GG 255 Surface Water Resources and Development

CN 164 Soviet Geography

1. GG 100 Geography: A Modern Synthesis
2. *One of the following:*
   - GG 211 Economic Geography
   - GG 215 Political Geography
3. GG 222 Contemporary Geography of the Soviet Union
4. GG 422 Seminar in Soviet Geography

CN 165 The Geography of Development

1. GG 100 Geography: A Modern Synthesis
2. GG 210 The Geography of Development
3. GG 211 Economic Geography
4. GG 213 Population Geography
5. GG 215 Political Geography

CN 195 Environments of the Circumpolar North

Fall semester in Residence at the Center for Northern Studies
(see complete description under Geography)

- NE 310 Paleoenvironment and Prehistory of the Circumpolar North
- NE 330 Indigenous Cultures of the Circumpolar North
- NE 340 Polar Biota
- NE 360 The Political Economy of Resource Management

CN 196 Resources, Policy and Community Development in the Circumpolar North

Spring Semester in Residence at the Center for Northern Studies
(see complete description under Geography)

NE	310	Paleoenvironment and Prehistory of the Circumpolar North
NE	370	Northern Policy Studies
NE	380	Community Development in the Circumpolar North
NE	395	Northern Resource Conflicts

GEOLOGY

CN 059 Marine Geology

1.	GL	112	Environmental Geology *or*
	GL	161	Elements of Oceanography
2.	GL	201	Bedrock Geology of Vermont
3.	GL	342	Marine Geology
4.	GL	321	Sedimentary Rocks *or*
	GL	382	Geophysics *or*
	GL	500	Readings and Research

CN 060 Sedimentary Rocks

1.	GL	112	Environmental Geology *or*
	GL	161	Elements of Oceanography *or*
	GL	342	Marine Geology
2.	GL	201	Bedrock Geology of Vermont
3.	GL	251	Geomorphic Processes
4.	GL	321	Sedimentary Rocks

CN 061 Regional Geology

1.	GL	170	Global Tectonics
2.	GL	201	Bedrock Geology of Vermont *or*
	GL	251	Geomorphic Processes
3.	GL	342	Marine Geology *or*
	GL	321	Sedimentary Rocks
4.	GL	381	Structural Geology *or*
	GL	500	Readings and Research

CN 062 Geophysics

1.	GL	161	Oceonography *or*
	GL	170	Global Tectonics
2.	GL	201	Bedrock Geology of Vermont *or*
	GL	342	Marine Geology
3.	GL	381	Structural Geology
4.	GL	382	Geophysics

CN 063 Rocks and Minerals

1.	GL	170	Global Tectonics
2.	GL	211	Mineralogy
3.	GL	321	Sedimentary Rocks *or*
	GL	322	Igneous Petrology
4.	GL	332	Metamorphic Petrology

CN 064 Environmental Geology

1.	GL	112	Environmental Geology
2.	GL	211	Mineralogy
3.	GL	251	Geomorphic Processes *or*
	GL	255	Surface Water Hydrology
4.	GL	296	Geochemistry of the Natural Environment *or*
	GL	321	Sedimentary Rocks

CN 065 Geochemistry

1.	GL	170	Global Tectonics
2.	GL	211	Mineralogy

3.	GL	296	Geochemistry of the Natural Environment
4.	GL	322	Igneous Petrology *or*
	GL	332	Metamorphic Petrology

GERMAN

CN 068 German Language and Literature

1.	GN	201	Intermediate German
2.	GN	202	Advanced German

3–4. Two courses numbered 300 or higher. These courses may be taken in the German department or in the Middlebury College German School during the summer.

HISTORY

CN 069 American History

1.	HI	203	United States History: 1492–1861
2–4.	*Three of the following:*		
	HI	204	US History (1861–1945)
	HI	362	Era of the American Revolution (1763–1800)
	HI	363	Jeffersonian and Jacksonian America (1800–1848)
	HI	364	The Era of the Civil War and ReconstructionC
	HI	367	Twentieth Century America (1920–1948)
	HI	368	Twentieth Century America (1948–Present)
	HI	371	African–American History
	HI	373	History of American Women
One of the following:			
5.	HI	405, 406 *or* 407	Readings in American History

CN 071 Modern Europe

1.	HI	104	The Revolutionary Tradition
2–4.	*Any three of the following:*		
	HI	215	History of Modern Europe (1815–1900)
	HI	216	History of Europe (1900–1968)
	HI	247	Traditional Russia
	HI	248	The Russian Revolution and the Soviet Regime
	HI	353	British History, 1603–1815
	HI	354	British History, 1815–1979
One of the following:			
5.	HI	402	History of Germany from 1648 to the Twentieth Century
	HI	403	Readings in Modern European History *or*
	HI	404	Readings in Russian and Soviet History
	HI	413	Topics in Modern European History

CN 072 The Rise of Europe

1.	HI	103	Problems of Authority
2–4.	*Three of the following:*		
	HI	247	Traditional Russia
	HI	341	Early Midieval History
	HI	342	High Midieval Europe
	HI	214	Society and Culture in Western Europe 1500–1800
5.	*One of the following:*		
	HI	403	Readings in Modern European History *or*
	HI	412	Dissent and Orthodoxy in the Christian Tradition *or*
	HI	415	The Vikings

CN 185 East Asian History

1.	HI	331	Imperial China
2.	HI	335	Traditional Japan
3–4	*Any two of the following:*		
	HI	332	Modern China
	HI	333	Chinese Intellectual History
	HI	336	Modern Japan
5.	HI	400	(any 400–level seminar in Chinese or Japanese history)

MATHEMATICS AND COMPUTER SCIENCE

CN 073 Applications

1.	MA	112	Calculus I
2.	MA	113	Calculus II
3.	MA	315	Mathematical Models in the Social, Life and Management Sciences
4.	MA	318	Operations Research *or*
	CX	213	Computer Science I

CN 074 Analysis

1.	MA	112	Calculus I
2.	MA	113	Calculus II
3.	MA	200	Linear Algebra
4.	MA	201	Multivariable Calculus

CN 075 Axiomatic Mathematics

1.	MA	227	Set Theory *or*
	MA	228	Mathematical Logic
2.	MA	105	Finite Mathematics
3.	MA	200	Linear Algebra
4.	MA	240	History of Mathematics *or*
	MA	411	Elementary Topology

CN 076 Computer Science

1.	CX	213	Computer Science I
2.	CX	214	Computer Science II
3–4.	*Two of the following:*		
	MA	200	Linear Algebra
	MA	205	Discrete Mathematics
	MA	228	Mathematical Logic
	MA	310	Probability
	MA	311	Statistics
	MA	315	Mathematical Models in the Social, Life and Management Sciences
	MA	318	Operations Research

CN 077 Discrete Mathematics

1.	MA	105	Finite Mathematics: Probability, Matrices, and Programming
2.	MA	200	Linear Algebra
3.	MA	220	Graph Theory and Combinatorics *or*
	MA	227	Set Theory *or*
	MA	203	Discrete Structures and Linear Algebra *or*
	MA	205	Discrete Mathematics
4.	MA	321	Elementary Number Theory

CN 078 Probability

1.	MA	112	Calculus I
2.	MA	113	Calculus II
3.	MA	200	Linear Algebra
4.	MA	310	Probability

CN 160 Computer Literacy

1.	CX	103	Introduction to Computers
2.	MA	127	Understanding Changing Systems
3.	CX	213	Computer Science I
4.	*One of the following:*		
	CX	214	Computer Science II
	CX	326	Artificial Intelligence
	MA	315	Mathematical Models in the Social, Life and Management Sciences
	MA	318	Operations Research

CN 162 Mathematics and Statistics

1.	MA	113	Calculus I
2.	MA	200	Linear Algebra
3.	MA	310	Probability
4.	MA	311	Statistics

CN 179 Computer Systems

1.	CX	213	Computer Science I
2.	CX	214	Computer Science II
3.	CX	223	Computer Systems and Assembly Language Programming
4.	CX	341	Operating Systems *or*
	CX	343	Principles of Compiler Design *or*
	CX	345	Programming Languages

CN 180 Computer Science Theory

1.	CX	213	Computer Science I
2.	CX	214	Computer Science II
3–4.	*Two of the following:*		
	CX	421	Theory of Computation
	CX	423	Algorithms and Complexity
	MA	228	Mathematical Logic

CN 181 Computer Applications

1.	CX	213	Computer Science I
2–4.	*Three of the following:*		
	MA	127	Understanding Changing Systems
	CX	214	Computer Science II
	CX	322	Geometry and Computer Graphics
	CX	326	Artificial Intelligence
	CX	328	Advanced Topics in Cryptology

CN 182 Computer Modeling

1.	CX	213	Computer Science I
2–4.	*Three of the following:*		
	CX	214	Computer Science II
	CX	322	Geometry and Computer Graphics
	MA	315	Mathematical Models in the Social, Life and Management Sciences
	MA	318	Operations Research
	MA	324	Numerical Analysis

Note: See Cognitive Science under Interdisciplinary listing.

MUSIC

A concentration in Music shall consist of four courses, at least two of which shall be in different areas of the discipline; performance, history, composition or theory. At least one course of the four shall be at the 300 level. The following list does not exhaust the possible Music concentrations. Music faculty are available to help students design their own curricula.

CN 079 Music

1.	MU	209	Music I
2.	MU	220	*or* MU 221 Survey of Music History
3.	MU	301	Tonal Music *or* MU 302 Forms of Music
4.	MU	230	Ensemble Performance and Practice *or* MU 321 *or* 306 *or* 307
	MU	301	Tonal Music

CN 081 Music: History

1.	MU	220	Survey of Music History
2.	MU	221	Survey of Music History
3.	MU	325	Twentieth–Century Music
4.	MU	209	Music I, or MU 250

CN 082 Music: Performance

1.	MU	230	Ensemble Performance and Practice *or* MU 306
2.	MU	500	Independent Project in Recital
3.	MU	220	*or* MU 221 Survey of Music History
4.	MU	325	Twentieth–Century Music

CN 083 Music: Theory

1.	MU	209	Music I
2.	MU	210	Music II
3.	MU	301	Tonal Music *or* MU 302
4.	MU	220	*or* MU 221 Survey of Music History

CN 193 Music: Composition

1.	MU	209	Music I
2.	MU	210	Music II
3.	MU	309	Instrumental Composition or MU 310, 250, 350, 319, 320
4.	MU	301	Tonal Music or MU 302 Forms of Music

CN 197 Music: Electroacoustic Music

1.	MU	250	Introduction to Electroacoustic Music
2.	MU	350	Electroacoustic Composition
3.	MU	500	Composition Project
4.	MU	325	Twentieth–Century Music

PHILOSOPHY

CN 084 Contemporary Philosophy

1.	PA	180	Introduction to Modern Logic
2.	PA	223	Introduction to Contemporary Philosophy
3.	PA	207	Ethics and the Environment *or*
	PA	214	Science and Society *or*
	PA	352	Philosophy of Mind
4.	PA	351	Theory of Knowledge *or*
	PA	354	Philosophy of Language

CN 085 History of Philosophy

1.	PA	201	Ancient Greek Philosophy *or*
	CL	175	Greek Philosophy
2.	PA	220	History of Materialism
3–4.	*Two of the following:*		
	PA	221	Gender and the History of Philosophy
	PA	222	American Philosophy
	PA	223	Introduction to Contemporary Philosophy
	PA	250	Early Modern Philosophy
	PA	253	Confucianism and the Confucian Tradition in East Asia
	PA	255	Kierkegaard, Marx and Nietzsche

CN 086 Logic and Philosophy of Science

1.	PA	180	Introduction to Modern Logic
2.	PA	216	Introduction to the Philosophy of Science *or*
	PA	214	Science and Society
3.	PA	280	Intermediate Logic *or*
	MA	228	Mathematical Logic
4.	*One of the following:*		
	PA	212	Introduction to the History of Modern Science
	PA	351	Theory of Knowledge
	PA	355	Issues in the Philosophy of Time

CN 087 Value Theory: Ethics, Aesthetics,and Political Philosophy

1–2.	*Two of the following:*		
	PA	205	Human Nature and Ethics
	PA	207	Ethics and the Environment
	PA	214	Science and Society

3–4. *Two of the following:*

	PA	213	Philosophy of Religion
	PA	233	Aesthetics
	PS	317	Classical Political Philosophy
	PS	318	Political Philosophy: Modernity

PHYSICS

CN 088 Physics

1. PH 101 *or* PH 155 *or* any physics course at the 200 level
2. MA 112 Calculus I *or*
   MA 113 Calculus II
3. PH 109 Mechanics
4. PH 110 Electricity and Magnetism

See CN 003 under Interdisciplinary and Interdepartmental listings.

POLITICAL SCIENCE

The established Political Science concentrations listed below should not be taken to exhaust the range of possible concentrations in Political Science. Students considering a concentration in Political Science are encouraged to develop a self-designed concentration in consultation with the department chair.

CN 089 American Foreign Policy

1. PS 102 The American Political Regime *or*
   PS 104 Introduction to American Political Processes
2. PS 201 International Politics
3. PS 311 American Foreign Policy
4. *One of the following:*
   PS 408 Seminar on United States–Soviet Relations
   PS 412 Seminar on Diplomacy
   PS 430 Seminar on United States–Asian Relations

CN 122 American Politics

1. PS 102 The American Political Regime *or*
   PS 104 Introduction to American Political Processes
2–3. Two lecture courses at the 200 or 300 level
4. A Seminar in the American government

CN 123 Comparative Politics

1. PS 103 Introduction to Comparative Politics
2–3. Two lecture courses at the 200 or 300 level
4. PS 406 Seminar on Western European Politics *or*
   PS 414 Seminar on USSR and East European Politics *or*
   PS 415 Seminar on Latin American Politics

CN 090 Soviet and East European Politics

1. PS 103 Introduction to Comparative Politics
2. PS 227 Soviet Politics
3. PS 328 The Political Development of East and Central Europe
4. PS 408 Seminar on United States–Soviet Relations *or*
   PS 414 Seminar on USSR and East European Politics

CN 091 International Relations

1. PS 201 International Politics
2. PS 302 International Conflict Resolution
3. PS 311 American Foreign Policy
4. *One of the following:*
   PS 404 Seminar on the Global Political Economy
   PS 405 Seminar on the Causes of War
   PS 408 Seminar on United States–Soviet Relations
   PS 412 Seminar on Diplomacy
   PS 430 Seminar on United States–Asian Relations

CN 125 Politics, Philosophy and Law

1.	PS	101	Introduction to Political Science *or*
	PS	107	Politics and the Studies of Politics
2.	PS	102	The American Political Regime
3.	PS	317	Classical Political Philosophy *or*
	PS	318	Political Philosophy: Modernity *or*
	PS	409	Seminar on Political Philosophy: Aristotle *or*
	PS	401	Seminar on Political Philosophy
4.	PS	305	American Constitutional Law: The Federal System *or*
	PS	306	American Constitutional Law: Individual Rights *or*
	PS	402	Seminar in Constitutional Law

PSYCHOLOGY

CN 128 Personality and Social Psychology

1.	PY	105	Introduction to Psychology
2.	PY	203	Social Psychology
3.	PY	204	Personality Psychology
4.	PY	325	Abnormal Psychology

CN 169 Psychology as a Natural Science

Any four of the following:

PY	105	Introduction to Psychology
PY	207	Conditioning and Learning
PY	208	Human Memory
PY	300	Addictions
PY	301	Physiological Psychology
PY	303	Perception
PY	305	Research and Theory in Cognitive Psychology
PY	430	Attention and Performance
PY	416	The Limbic System
PY	417	Physiological Basis of Learning and Memory

CN 170 Psychology as a Social Science

Any four of the following:

PY	203	Social Psychology
PY	204	Personality Psychology
PY	225	Child Development
PY	226	Adult Development and Aging
PY	304	Child Psychopathology
PY	224	Abnormal Psychology
PY	411	Contemporary Issues in Psychology
PY	412	Issues in Clinical Psychology
PY	205	Psychology of Gender
PY	419	Infancy Seminar
PY	420	Issues in the Psychology of Gender
PY	425	Seminar in Psychopathology
PY	426	Freud and Psychoanalytic Theory

CN 172 Life Span Development

Any four of the following:

PY	105	Introduction to Psychology
PY	225	Child Development
PY	226	Adult Development and Aging
TE	202	Issues of Adolescent Development
PY	419	Infancy Seminar

CN 173 Psychology of Individual Difference

Any four of the following:

PY	105	Introduction to Psychology
PY	204	Personality Psychology
PY	225	Child Development

	PY	304	Child Psychopathology
	PY	325	Abnormal Psychology
	PY	205	Psychology of Gender
	PY	420	Issues in the Psychology of Gender

RELIGION

CN 101 Philosophy of Religion

1.	RE	110	Foundations of Western Religious Life and Thought
2.	PA	213	Philosophy of Religion
3.	RE	311	Seminar in Buddhist Philosophy
4.	*One of the following:*		
	RE	301	Modern Views of God and Religious Life: The Nineteenth Century
	RE	302	Modern Views of God and Religious Life: The Twentieth Century
	RE	305	The Idea of God

CN 130 Comparative Religion

1.	RE	103	Introduction to Religious Meaning
2.	*One of the following:*		
	RE	110	Foundations of Western Religious Life and Thought
	RE	312	Buddhist and Christian Enlightenment
	RE	315	Conflict and Identity: Jewish–Christian Relations
3–4.	*Any two of the following:*		
	RE	201	Jews and Judaism
	RE	202	Modern Judaism
	RE	203	The Islamic Tradition
	RE	204	The Christian Tradition
	RE	209	The Hindu Tradition
	RE	210	The Buddhist Tradition in India
	RE	212	Chinese Religions

CN 131 Asian Religions

1.	RE	115	Introduction to Eastern Religious Thought
2–4.	*Any three of the following:*		
	RE	209	The Hindu Tradition
	RE	210	The Buddhist Tradition in India
	RE	211	The Buddhist Tradition in Japan and Korea
	RE	212	Chinese Religions
	RE	214	The Tantric Tradition in India, Tibet, China, Japan
	RE	311	Buddhist Philosophy

CN 132 Buddhism

1.	RE	210	The Buddhist Tradition in India
2.	RE	212	Chinese Religions
3.	*One of the following:*		
	RE	211	The Buddhist Tradition in Japan and Korea
	RE	214	The Tantric Tradition in India, Tibet, China, Japan
4.	*One of the following:*		
	RE	311	Seminar in Buddhist Philosophy
	RE	312	Buddhist and Christian Enlightenment

CN 133 The Christian Tradition

1.	RE	105	Introduction to the English Bible *or*
	RE	281	Studies in the New Testament
2.	RE	220	The Shaping of American Religious Life *or*
	RE	204	The Christian Tradition
3.	RE	412	Dissent and Orthodoxy in the Christian Tradition *or*
	RE	230	Nature and Grace
4.	*One of the following:*		
	RE	301	Modern Views of God and Religious Life in the Nineteenth Century
	RE	302	Modern Views of God and Religious Life in the Twentieth Century
	RE	305	The Idea of God

CN 198 The Jewish Tradition

1.	RE	201	Jews and Judaism
2.	RE	202	Modern Judaism
3.	RE	280	Studies in the Hebrew Bible/Old Testament
4.	RE	304	Seminar in Jewish Thought *or*
	RE	320	Seminar on the Holocaust

CN 199 The Islamic Tradition

1.	RE	203	The Islamic Tradition
2.	RE	240	Islam: The Classical Period
3.	RE	241	The Art, Literature, and Music of Islam
4.	RE	340	Seminar in Islamic Thought

See CN001 under Interdisciplinary and Interdepartmental Listings

RUSSIAN

CN 102 Russian

1.	RU	101–102	Beginner's Russian (2 semesters)
2.	RU	201–202	Intermediate Russian (2 semesters)
3.	RU	151	Russian Literature's Golden Age: 1830–1880 (In English) *or*
	RU	152	Revolutionary Literature in a Revolutionary Society
4.	RU	323	Russian Culture and Civilization *or*
	RU	324	Russian–Soviet Culture

CN 103 Russian Literature In Translation

Any four of the following:

RU	151	Russian Literature's Golden Age: 1830–1880 (In English)
RU	152	Revolutionary Literature in a Revolutionary Society
RU	251	Epic Myth and Ritual in Soviet Literature
RU	351	Dostoevsky
RU	352	Tolstoy
RU	353	Russian Theatre
RU	354	Chekhov

SOCIOLOGY–ANTHROPOLOGY

CN 104 Comparative Cultures

Any four of the following:

SA	321	Native Peoples of North America
SA	326	Latin American Society and Culture
SA	335	Chinese Society and Culture
SA	336	Indian Society
SA	343	American Community Studies
SA	347	Language in Culture and Society
SA	354	Ethnic Groups in the United States
SA	355	Race and Ethnicity

CN 134 Simple and Complex Institutions

Any four of the following:

SA	308	Sociology of Religion
SA	315	Sociology of Education
SA	345	Work, Leisure, and Sport
SA	380	The Anthropology of Religion
SA	382	Symbolic Anthropology
SA	385	Medical Sociology
SA	387	Medical Anthropology
SA	396	The Sociology of Death and Dying

CN 135 Social Groups In American Society

Any four of the following:

SA	191	Introduction to Women in Social Thought

SA	307	Social Movements and Collective Action
SA	316	The Sociology of Youth
SA	343	American Community Studies
SA	354	Ethnic Groups in the United States
SA	390	Sociology of Women

CN 136 Social Policy Issues

Any four of the following:

SA	315	Sociology of Education
SA	321	Native Peoples of North America
SA	385	Medical Sociology
SA	387	Medical Anthropology
SA	388	Deviance
SA	390	Sociology of Women
SA	396	The Sociology of Death and Dying
SA	489	The Sociology of Mental Illness

CN 186 Health and Society

1-3. *Any three of the following:*

SA	190	The Evolution of Humans and Prehistoric Cultures
SA	352	Social Psychology
SA	385	Medical Sociology
SA	387	Medical Anthropology
SA	396	The Sociology of Death and Dying
SA	388	Deviance
SA	489	The Sociology of Mental Illness

4. *One of the following:*

PY	204	Personality Psychology
PY	325	Abnormal Psychology
PY	412	Issues in Clinical Psychology

CN 187 Social Inequality

Any four of the following:

SA	191	Introduction to Women in Social Thought
SA	304	Women, Culture and Society
SA	307	Social Movements and Collective Action
SA	321	Native Peoples of North America
SA	335	Chinese Society and Culture
SA	336	Indian Society
SA	343	American Community Studies
SA	390	Sociology of Women

CN 188 Theory and Methods

Any four of the following:

SA	103	Selected Topics in Socio-Cultural Anthropology
SA	105	Society and the Individual: Issues in Freedom and Constraint
SA	205	Topics in Social Thought – Stability and Change
SA	301	The Research Process – Sociology
SA	302	The Research Process – Anthropology

SPANISH/ITALIAN

CN 189 Latin American Civilization

1.	SP	219	Self-Expression in Spanish
2.	SP	220	Spanish Conversation

3. One course in Latin American Culture and Civilization *or its equivalent.*
4. One course at the 400 level.

CN 107 Hispanic Literature

1.	SP	219	Self-Expression in Spanish
2.	SP	300	An Introduction to the Study of Hispanic Literature

3–4. Two Spanish or Spanish American literature courses at the 300 level.

CN 156 Italian

1. IT 251 Intermediate Italian
2. IT 252 Advanced Italian }*Y*
3–4. Two Italian courses at the 300 or 400 level.

TEACHER EDUCATION

CN 112 Elementary Education

1. PY 225 Child Development
   TE 201 Critical Issues in American Education
2. TE 205 Methods of Teaching Language Arts in the Elementary School
3. TE 210 Methods of Teaching Mathematics and Science in the Elementary School
4. Winter Term Methods of Teaching the Arts and Music in the Elementary School
5. TE 404 Curriculum Development in the Elementary School
6. TE 405–406–407 Student Teaching

CN 200 Secondary Education

1. TE 201 Critical Issues in American Education *or*
   TE 202 Issues of Adolescent Development *or the equivalent*
2. Winter Term Field Experience course in Secondary Education
3. TE 220 Teaching Reading and Study Skills in Secondary School Subjects
4. TE 414 Problems and Methods in Secondary Education
5. TE 415–416–417 Student Teaching

CN 201 Urban Secondary Education (required for teacher licensure)

1. TE 310 Urban Education *or*
   TE 201 Critical Issues in American Education
   TE 202 Issues of Adolescent Development *or the equivalent*
2. Winter Term Field Experience at DeWitt Clinton High School
3. TE 220 Teaching Reading and Study Skills in Secondary School Subjects
4. TE 414 Problems and Methods in Secondary Education
5. TE 415–416–417 Student Teaching

CN 202 Perspectives On Adolescent Teaching and Learning

1. TE 201 Critical Issues in American Education
   TE 202 Issues of Adolescent Development
2–4. *And two or three of the following:*
   TE 220 Teaching Reading and Study Skills in Secondary School Subjects
   TE 230 The Profession and Practice of Educational Evaluation
   TE 305 Contemporary Topics in Higher Education
   TE 500 Independent Study
   Winter Term Field Experience course in Secondary Education

CN 203 Perspective on Urban Education Teaching and Learning

1. TE 310 Urban Education
2. Winter Term Field Experience at DeWitt Clinton High School
3. Sociology of Education *or* African–American History
4. *One of the following:*
   TE 201 Critical Issues in American Education
   TE 202 Issues of Adolescent Development
   TE 230 The Profession and Practice of Educational Evaluation

CN 204 Perspectives on Childhood Teaching and Learning

1. PY 225 Child Development *and/or*
   TE 201 Critical Issues in American Education *(or its equivalent)*
2–4. *Any two or three of the following:*
   TE 205 Methods of Teaching Language Arts in the Elementary School
   TE 210 Methods of Teaching Mathematics and Science in the Elementary School
   TE 230 The Profession and Practice of Educational Evaluation
   Winter Term Children and the Arts
   TE 500 Independent Study

THEATRE/DANCE/FILM/VIDEO

CN 108 Acting and Directing

1. TH 102 Acting I
2. TH 214 Directing I
3. *One of the following:*
   - TH 106 Introduction to Drama Study
   - TH 126 Theatre History
   - TH 206 Contemporary Women Playwrights
   - TH 216 American Drama
   - TH 326 Modern Drama
   - TH 306 Twentieth Century Experiments
4. *Two of the following:*
   - TH 116 The Creative Process: Theatre, Dance, Film
   - TH 210 TH 220 Production Studios
   - TH 218 Playwriting I
   - TH 228 New Plays: Playwright and Director
   - TH 302 Voice
   - TH 402 Acting III
   - TH 429 Spring Repertory Production Company
   - TH 500 Independent Project

CN 109 Design and Production

1. TH 111 Scenic Design I
2. TH 105 Costume Design I
3–5. *Three of the following:*
   - TH 116 The Creative Process: Theatre, Dance, Film
   - *TH 101 Visual Creativity*
   - TH 113 Lighting Design II
   - TE 215 Costume Design II
   - TE 221 Scenic Design II
   - TE 119/129 Production Studios
   - TE 429 Repertory Company

CN 148 Dance

1. TH 284 Dance History
2. TH 276 Anatomy and Kinesiology *or*
   TH 279 Movement Intentionality
3–5. *Any three of the following:*
   - TH 160/161/162 Beginning Dance
   - TH 260/261 Intermediate Dance
   - TH 360/361 Advanced Dance

CN 149 Film/Video

1. TH 130 Film Form and Film Sense
2. TH 135 Sight and Sound *or* TH/EL 240 Screenwriting
3–5. *Any three of the following:*
   - TH/AC 234 American Film Genres
   - TH 231 Film History
   - TH/AC 236 Television in American Culture
   - TH 237 Japanese Cinema
   - TH/EL 241 Screenwriting Workshop II
   - TH/AR 330 Film and Modernism
   - TH 235 Sight and Sound II
   - TH 333 History of Video
   - TH 334 Politics and Film
   - TH 335 Voyeurism and Cinema
   - TH 336 Women and Film/Video

Departments of Instruction

All courses are given as term courses with the exception of Senior Work (700) and 500 courses in an Honors program. These course numbers may signify on–going work, and in such event are graded "S" (Satisfactory progress) or "U" (Unsatisfactory).

Courses numbered 100–199 are usually taken by freshmen; 200–299, by sophomores; 300–399, by juniors; 400–499, by seniors. Schedules are cleared on this basis and conflicts will thus be most easily avoided by taking courses in proper sequence.

At the head of each departmental section, the major is described and the requirements for a major in that department are stated, together with recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 1990–91 are bracketed. Abbreviations include: Lab, laboratory period; Lect., lecture period.

The College reserves the right, wihout further notice, to cancel any courses herein described, or to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring term offerings listed for year 1991–92 may be incomplete. Departments may be consulted about the possibility of other courses. Winter term information will be published and distributed separately.

COLLEGE WRITING PROGRAM

Because the ability to express oneself clearly and thoughtfully in writing is integral to a liberal arts education, Middlebury is committed to a program of teaching writing across the curriculum. Within courses in nearly all departments and at all levels of instruction, writing is used as a vehicle for learning and for sharing knowledge. During their first and Sophomore years, all Middlebury students are required to take at least two courses designated as "Writing Intensive." The usual sequence for these courses is a First Year Student Seminar in the first semester and a second Writing Intensive course, selected from a wide range of offerings in the third and fourth semester.

Some students may desire additional work on refining basic skills at the beginning of their college careers. They may elect to take a Writing Program course, WP 100 or WP 101: The Writing Process (see description below) concurrently with the First Year Student Seminar in the first semester.

All writers benefit from feedback on work in progress. At the Gifford Writing Center students can schedule individual tutorial sessions with experienced tutors trained to assist them at any phase of a writing assignment.

WRITING PROGRAM COURSES

WP 100 The Writing Process Fall

A writing workshop designed for students who would like extra work on basic skills and for students for whom English is a second language. We will concentrate on the processes involved in writing: from freewriting about a topic to creating and supporting arguments; from revising drafts to polishing a final version. Grammatical issues will be discussed. This course does not fulfill the College Writing requirement. (permission of instructor)

Mrs. Pack, Mrs. Skubikowski

WP 101 The Writing Process Spring

A continuation of WP 100 above.

Mrs. Pack

THE FIRST WRITING INTENSIVE COURSE: FIRST YEAR STUDENT SEMINAR

For course listing, see First Year Student Seminar Program.

THE SECOND WRITING INTENSIVE COURSE:

After completing a First Year Student Seminar, every student must elect within the next three semesters, at least one course designated as a Writing Intensive course. (A Writing Intensive course taken concurrently with a First Year Student Seminar does not satisfy the requirement.)

These Writing Intensive courses are designed to continue developing and improving the skills of written communication addressed in the Freshman Seminars. They are taught in sections of limited enrollment, require frequent written assignments, and proceed through close revision of papers, class discussion of both particular and general problems of writing and, as necessary, individual conferences. Satisfactory completion of one of these Writing Intensive courses is a graduation requirement. Students who have completed one Writing Intensive course may elect a second, different course in the Program, space permitting. In 1990–91, the courses that satisfy the requirement include those listed below. For full descriptions see the entries under individual departments of instruction.

AMERICAN LITERATURE AND CIVILIZATION

AL 103 Reading American Literature Spring

AC 103 Psychological Narratives in America: 1860–1920 Fall

BIOLOGY

BI 111 Writing on Nature Spring

CHEMISTRY AND BIOCHEMISTRY

CH 170 Chemistry for Citizens Spring

ECONOMICS

EC 150 Introductory Economics (Macro) Fall, Spring

EC 155 Introductory Economics (Micro) Fall, Spring

ENGLISH

EL 107 Journal and Essay Fall, Spring

EL 160 The Structure of Nonfiction Fall

EL 173 The Structure of Fiction and Poetry Fall, Spring

EL 204 Chaucer, Shakespeare, Milton Fall, Spring

FRENCH

FR 229 Introduction to French Prose Fall, Spring

GEOGRAPHY

GG 100 Geography: A Modern Synthesis Fall, Spring

GG 150 Physical Earth Processes Fall

GEOLOGY

GL 142 The Ocean Floor Spring

GL 201 Bedrock Geology of Vermont Fall

HISTORY

HI 203 United States History: 1492–1861 Fall

ITALIAN

IT 295 Voices and Visions of Italian Americana Fall

PHILOSOPHY

PA 151 Introduction to the Philosophical Tradition Spring

PHYSICS

PH 201 Relativity and Quantum Physics Fall

POLITICAL SCIENCE

PS 208 The United States Congress Spring

SOCIOLOGY/ANTHROPOLOGY

SA 302 The Research Process Anthropology Fall

SPANISH

SP 219 Self-Expression in Spanish Fall, Spring

THEATRE, DANCE AND FILM/VIDEO

TH 218 Playwriting I Fall

TH/EL 240 Screenwriting Workshop I Fall

AMERICAN LITERATURE AND CIVILIZATION

Professors: Stephen Donadio, John McWilliams (Chair); *Assistant Professors*: Karl Lindholm, Kenneth Myers (on leave), Brett Millier, Timothy Spears; *Instructor*: Nancy Schnog *Lecturer*: Robert Buckeye

The department offers two different majors, one in American Literature and one in American Civilization, each of which has its own set of requirements and its own director. The American Literature major, directed by Professor McWilliams, provides an opportunity for the intensive study of American literature in the context of American history or of creative writing. The American Civilization major, directed by Professors McWilliams and Spears, involves the study of a wide range of developments in American culture. Students who major in American Civilization will ordinarily take courses offered by at least five different departments.

Students interested in pursuing studies in the Department of American Literature and Civilization should choose one of the two available majors by the end of their sophomore year. Transferring from one major to the other is permissible so long as the student is prepared to meet the requirements for the new major.

AMERICAN LITERATURE

The American Literature major is expected to develop an understanding of the nation's principal writers and literary movements as they have developed historically. Emphasis is upon the study of individual authors in the broader context of the development of American culture from its colonial origins to the present day.

Required for the major: Fourteen courses for all majors, including AL 201, 202, and 203, AL 450, four other one semester literature courses in the department, and the two seminars in the Senior Program. The remaining four courses may be fulfilled in one of two ways. Students pursuing the study of American literature in its historical context will take two courses in American History (HI 203–204 are especially recommended) and two courses in a non–American literature (EL 204 and EL 213 are especially recommended). Students who wish to pursue a creative writing specialization may take

any four courses in the creative writing sequence offered by the English Department.

The Senior Program for American Literature majors consists of a fall term seminar (AL 704), and a winter term review seminar culminating in a one–hour oral general examination. The oral examination is based upon a list of readings required of all majors.

Honors Program: Departmental Honors are awarded on the basis of a senior thesis. To qualify as a candidate for Honors, one must have had an average of B+ or better for all courses required for the major. During the spring of the junior year, in consultation with a faculty advisor and with departmental approval, the student will select a topic for independent investigation. During the senior year, he or she will take AL 700 (Senior Research) in the fall and spring semesters; theses are due in April. American Literature majors who choose Creative Writing theses will be supervised by the faculty in Creative Writing.

There is a one-hour oral defense of the completed thesis. One of the three examiners will ordinarily be from outside the American Literature and Civilization Department. Highest Honors will be granted for a grade of A, High Honors for a grade of A– and Honors for a grade of B+. For Departmental Honors at graduation, a student must have both a final average of at least B+ for all course work required for the major, and a minimum of B on the General Examination.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 032 Drama in the United States
Fall
Mr. Donadio

FS 052 Telling About The South
Spring
Mr. Spears

FS 053 The French Revolution: History, Fiction and Painting Spring
Mr. McWilliams

COLLEGE WRITING PROGRAM

AL 103 satisfies the College Writing requirement.

AL 103 Reading American Literature (CW) Spring

This course is designed to help students develop the ability to read closely and to write about American poems and short stories. We will explore the range of critical methodologies, literary forms, kinds of metaphoric language, and the structure of poetry, keeping in mind the cultural and historical context that produced each author and work. Open to first year students and sophomores only. Recommended for prospective American Literature majors. Ms. Millier

AL/EL 113 Visions of Nature
Fall, Spring
See English listings for description.
Ms. Byerly, Mr. Elder

[AL 200 Reading and Writing About Literature]

AL 201 American Literature: 1620–1830 Fall

A study in the growth of American literature, including Native American and Black voices, from the time of European exploration through the Puritan and Revolutionary periods to the era of the early Romantic authors. Emphasis on Bradford, Taylor, Edwards, Franklin, Irving, Cooper and Poe. Open to all majors in American Literature and Civilization. Limited to 35 students. (First year students admitted with instructor's permission during the first week of classes.) Mr. McWilliams

AL 202 American Literature: 1830–1865 Fall

A study primarily of the six authors who comprise the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. Open to all majors in American Literature and Civilization. Limited to 70 students. (Freshman admitted with instructor's permission during the first week of classes.)
Ms. Millier

AL 203 American Literature: 1865–1940 Spring

A study of the major authors of the period, including Twain, James, Stephen Crane, Dreiser, Henry Adams, O'Neill, Frost, Eliot, Stevens, Hemingway, Fitzgerald and Faulkner. Open to all majors in American Literature and Civilization. Limited to 70 students. (First year students admitted only with instructor's permission during first week of classes.)
Mr. Spears

[AL 240 American Autobiography]

AL 260 Nineteenth Century American Women's Writing Spring

An introduction to the writing of nineteenth century American women, including fiction, poetry, journals, journalism, letters, and domestic advice manuals by Rowson, Child, Beecher, Warner, Stowe, Jacobs, Fern, Gilman and Chopin. The course will consider the nature and uses of sentimental discourse, the politics of domestic feminism, and the cultural needs served by middle-class women's writing. These issues will be studied against the background of nineteenth century reform, feminism, and social practice as well as twentieth century debates over literary value, gender and writing. Ms. Schnog

AL 301 The American Novel: I Fall

The development of the American novel in the nineteenth century, including novels by Cooper, Hawthorne, Fern, Stowe, Melville, Howells, James, Twain, Wharton and Chopin. (Open to Juniors and Seniors only) Mr. McWilliams

AL 302 The American Novel: II Spring

The development of the American novel in the twentieth century, including fiction by Crane, Dreiser, Cather, Hemingway, Fitzgerald, Dos Passos, Faulkner, West, Wright, and Bellow. (AL 301 or prior permission of the instructor) Mr. Donadio

[AL 306 American Poetry: 1620–1920]

[AL 307 American Poetry: 1920–Present]

AL/EL 312 Modern Poetry (IV) Fall

See English listings for description. Mr. Pack

AL 320 The Double American Renaissance Spring

This course will explore two literary traditions that flourished in mid-nineteenth century America: the classic male tradition, exemplified by Cooper, Poe, Hawthorne, Melville and Whitman, and the popular female tradition, exemplified by Rowson, Child, Stowe, Warner and Phelps. The class will scrutinize the literary evaluations which undergird perceptions of "high" and "popular" culture, the impact of gender upon literary aesthetics, and the historical and cultural circumstances which affected the different narrative directions taken by male and female writers. Ms. Schnog

AL 340 Regionalism: The American South Spring

This course will explore what we have come to call "the mind of the South" (divided or haunted as it may be) through its literary expressions. The impact of race and gender relations on the society and self-image of the Old South, the legacy of African-American slavery in Southern society, and the influence of modernism and its demands on Southern writers, will be our subjects. Writers will include Ellen Glasgow, William Faulkner, Eudora Welty, Flannery O'Connor, Robert Penn Warren, Walker Percy, Charles Johnson and Toni Morrison. Ms. Millier

AL 370 American Moderns and Postmoderns Fall

A study of those novelists since the Second World War whose work reflects Modernist principles as well as those writers whose work is in opposition to Modernism. We will study, among others, Pynchon, Nabokov, Hawkes, Barthelme, Reed, Acker, Doctorow and Didion. Mr. Buckeye

AL/EL 408 Steinbeck, Orwell and the Thirties Fall

See English listings for description. Mr. Parini

AL 450 Seminar in Major Authors: Emily Dickinson Fall

Intensive study of a single author or two closely related authors. Readings will include secondary sources. A lengthy term paper will be required. Space permitting, AL 450 is open to non-majors. AL 450 may be taken twice for credit. Ms. Schnog

AL 500 Special Research Fall, Spring

Individual research upon a topic not covered in regular offerings. (Permission of the instructor is required.) Staff

AL 700 Senior Research Fall, Spring

Required of seniors who are candidates for departmental honors. In order to complete thesis requirements, students will take AL 700 during both semesters of their senior year. Staff

AL 704 Senior Seminar Fall

Group discussion of selected works of twentieth century fiction and poetry drawn from the required reading list for majors. Both oral presentations and written work will be required. Ms. Millier

N.B. During winter term, all senior majors will take a review seminar culmi-

nating in an oral general examination to be held at the end of January.

AMERICAN CIVILIZATION

Majors in American Civilization are expected to develop a broad awareness of a wide range of developments in the nation's cultural life. This major offers the possibility of an interdisciplinary approach to the study of American culture as that culture manifests itself in significant historical events, in institutions, in the arts, and in general philosophical ideas and values.

Students are expected to achieve a range and depth in their studies by completing specific courses in the various participating departments (see Section I below). They are further expected to integrate and focus their studies: first, through advanced work in a major field (see Section II); and second, through the American Civilization Seminars and the Senior Essay or Honors Thesis (see Section IV).

Before deciding to major in American Civilization, a student should seriously consider that an interdisciplinary major is likely to be more, not less demanding, than majoring in a single discipline. No student should become an American Civilization major simply because of a desire to take a few courses in many departments. The major requires the maximum number of courses that the College allows. Initiative and self–direction are expected of students in the American Civilization Program, especially in planning their courses and in writing a senior thesis.

Mr. McWilliams and Mr. Spears are Directors of the major in American Civilization. Students seeking information or advice concerning American Civilization should consult them or any of the following advisors: Ms. Bellows (History), Mr. Cornwall (Economics), Mr. Davis (Political Science), Mr. Donadio (American Literature and Civilization), Mr. Ferm (Religion), Ms. Mayer (Geography), Mr. Perry or Mr. Grindon (Theatre, Dance and Film/Video), Mr. Wilson or Mr. Andres (Art). Students who major in American Civilization are encouraged to consistently seek the advice of faculty outside of the department.

Note: Eighteen courses in the five categories listed below are required for the major. No more than two winter term courses may count toward the major, senior thesis work excepted. Since the program of study is interdivisional, students majoring in American Civilization are not required to take a College concentration.

REQUIREMENTS FOR THE AMERICAN CIVILIZATION MAJOR

I. Courses required of all students (6)

1. HI 203 United States History: 1492–1861
2. HI 204 United States History: 1861–1960
3. AL 201 American Literature: 1620–1830
4. AL 202 American Literature: 1830–1865
5. PS 102 The American Political Regime
   or
   PS 104 Introduction to American Political Processes
6. AC 220 Topics in American Civilization
   or
   AC 330 Studies in American Civilization

Students who receive advanced placement credit in American History will be expected to substitute a 300 or 400 level American History course for either HI 203 or HI 204.

II. Major Field (4)

In addition to the six required courses, students will choose four courses from a single department (e.g., History, Political Science, Art) that pertain directly to American Civilization. Students may also petition for approval of a self–designed Major Field. A self–designed Major Field, constructed either thematically or chronologically, must be approved by the end of the first week of the fall semester of the Junior year.

III. Another Culture (2)

Students must select two courses which concern a single culture outside the United States (e.g., HI 404 Stalin and Stalinism and RU 152 Russian Modernism or PS 223 Latin American Politics and SP 130 Latin American Literature). In considering topics for senior essays and senior theses, American Civilization majors are encouraged to develop a topic that compares an aspect of life in the United States with the same aspect of life in another culture.

American Civilization majors must fill out a form specifying the four courses in

the Major Field, the two courses in Another Culture and the 2 or 3 electives (see section V. below). This form must be approved by Mr. Spears or Mr. McWilliams no later than the fall semester of junior year.

IV. Advanced Studies (3–4)

AC 400 Junior Seminar in American Civilization Fall

AC 700 Senior Essay Fall
or
Senior Honors Thesis Fall, Winter

AC 704 Senior Seminar in American Civilization Spring

Note: To qualify to write a thesis, a student must have had an average of B+ or better for courses taken to fulfill requirements for the major.

V. Electives (2–3) Students must take two or three courses which concern any aspect either of American Civilization or of the other culture chosen to fulfill section III. Students who write senior essays will choose three electives; students who write honors theses will choose two.

COLLEGE WRITING PROGRAM:

AC 103 satisfies the College Writing requirement.

AC 103 Psychological Narratives in America: 1860–1920 (CW) Fall

This course will examine the literary and cultural history of psychological thought and experience in American life from 1860 to 1920. It will focus on literary portrayals of private, psychological experience, as found in the writings of Melville, James, Holmes, Norris, Dickinson, Gilman, Chopin, Wharton and Anderson. We will consider these writers' views of such psychological movements as Spiritualism, Phrenology, Mind Cure, Women's Rest Cures, the birth of academic psychology, and Freudianism. Emphasis will be placed upon the connections between the rise of a "therapeutic culture" and transformations in American religion, a burgeoning consumer culture, and changing gender roles.
Ms. Schnog

AC 220 Topics in American Civilization: Commercial Life in America, 1870–1950 Fall

By the 1920's, advertising and salesmanship seemed the very foundations of American prosperity and success. But while some Americans welcomed the triumph of modern business enterprise, others lamented the power of the marketplace and condemned the impact of commercial customs on national values. Ranging widely over business and advertising history, "how to" manuals, and imaginative literature, we will trace the evolution of commercial culture from an insider's perspective, study the ways writers represent that culture, and examine the historical and social tensions that accompanied the emergence of a consumer economy. Although the class will focus primarily on the late nineteenth and early twentieth centuries, students will be asked to study some aspects of the contemporary commercial scene. Mr. Spears

AC/TH 231 Film History Spring

See Theatre, Dance and Film/Video listings for description. Mr. Grindon

[AC/TH 234 American Film Genres]

AC/TH 236 Television in American Culture Fall

See Theatre, Dance and Film/Video listings for description. Mr. Grindon

AC 330 Studies in American Civilization: Red on White: White on Red Spring

An introduction to aspects of Native American culture and the history of white–red relations. We shall study Indian religious beliefs, white stereotypes of the Indian, the politics of Indian Removal, patterns of military conquest and confinement to reservations, images of the Indian in painting and photography, and fiction by Fenimore Cooper, Leslie Silko, James Welch and Louise Erdrich.
Mr. McWilliams

AC 400 Seminar in American Civilization (Junior Year): North and South Fall

A comparison of Northern and Southern cultures as they developed in the years following the Revolutionary War up through the Civil War. By examining a wide range of primary and secondary material, both literary and historical, the class will focus not only on those features that gave the North and South distinct, regional identities, but also on those elements that made them part of the same national culture. Attention will also be paid to

the nature of the kind of interdisciplinary inquiry involved in an American Civilization major. Mr. Spears, Ms. Bellows

AC 500 Independent Study
Fall, Spring
Staff

AC 700 Senior Essay/Senior Thesis
Fall, Winter

For students who have completed AC 400. Under the guidance of one or more faculty members, each senior will complete research leading toward either a one–term, one–credit interdisciplinary senior essay or a two–term, two–credit interdisciplinary honors thesis on some aspect of American culture. Only students who have a B+ average in courses taken for the major may write an honors thesis. The essay is to be submitted no later than the last Thursday of the fall semester; the thesis is to be submitted no later than the last Thursday of winter term. Staff

AC 704 Seminar in American Civilization (Senior Year): Interpretations of American Experience
Spring

Readings will include political sermons of the founding era, extended observations by such nineteenth and twentieth century authors as James Fenimore Cooper, Henry Adams, and D.H. Lawrence, commentaries by Alexis de Tocqueville, Frances Trollope and Harriet Martineau, the two Middletown studies by Robert and Helen Lynd, David Riesman's *The Lonely Crowd*, and several more recent analyses of controlling patterns in the nation's life. Open to non–majors with prior permission of the instructor. Mr. Donadio

ART

Professors: Glenn Andres, David Bumbeck, John Hunisak *Associate Professors:* James Butler, Kirsten Powell, David Napier, Eric Nelson, Christopher Wilson *Assistant Professors:* Judith Barringer, John Huddleston, Jen–Mei Ma, Cynthia Packert, Richard Saunders (College Curator), *Artists–in–Residence:* Spring, Suzanne Bocanegra

The Art Department is dedicated to the idea that the study of the visual arts (both in studio and in art history) can serve as a rewarding framework for building a liberal arts education.

Beginning work is required in both areas of the department: AR 101, AR 102 and AR 103 or 104 (Art History Surveys) and AR 209, AR 210 (Studio Art I and II). Satisfactory completion of these courses qualifies a student for the major, which may then be completed in any of three ways:

Art History Emphasis: At least four additional courses of choice in art history (it is strongly recommended that these be distributed among several historical periods or traditions and be taken at a mix of levels – i.e, 200, 300, 400); AR 700 (fall of senior year); and two terms of AR 710 (senior thesis, winter and spring). *Recommendation:* Graduate schools of art history and classical archaeology require students to pass reading examinations in two foreign languages.

Studio Emphasis: Seven additional studio courses and two additional courses in the history of art. Seniors who have demonstrated their ability to work independently may apply by portfolio review to do a year of senior work (AR 720, 3 course credits) culminating in a spring exhibition.

Architecture Emphasis: Two additional courses in the history of art (it is strongly recommended that these deal specifically with issues of architecture, urbanism, or contemporary art), two additional studio courses, and two terms of AR 730 (senior work), during fall and winter, in architectural design. *Recommendation:* Graduate schools of architecture expect candidates to have taken two semesters each of math and physics.

Honors: B+ or higher in senior work, plus cumulative departmental average (including senior work) of 6.3 or higher. Categories of honors are based upon cumulative departmental averages as follows:

3.1 or higher	Honors
3.5 or higher	High Honors
3.7 or higher	Highest Honors

Teacher Training: Students interested in teacher training in art should consult with the chairmen of the Teacher Education Program and the Art Department.

International Major: AR 101, AR 102 or 103, AR 700, at least one course relating to the art of the language country; two art history courses at a Middlebury School Abroad or an approved equivalent; senior thesis and an advance course in the Language Department. Minimum of ten courses.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 030 Periclean Athens Fall
Ms. Barringer

AR 101 History of Art I: Ancient to Renaissance Fall

An historical survey of western art (painting, sculpture, and architecture) from its ancient origins, through the great classical traditions and the early Christian and medieval eras, to the Early Renaissance in Italy and in northern Europe (up to approximately 1500 A.D.). This course will cover the historic revolution of the arts, surveying major monuments and ideas, and providing tools for approaching and dealing with those monuments in a critical fashion. Two lectures and one discussion section per week.
Ms. Barringer, Mr. Wilson

AR 102 History of Art II: 1500 to the Present Spring

A continuation of the historical survey of western art (painting, sculpture, and architecture), from the High Renaissance through the modern era. This course will present not only major historical movements and monuments, but also examine the intellectual and critical issues that they embody. Three lectures and one discussion per week. (AR 101 recommended but not a prerequisite)
Mr. Andres, Ms. Powell

AR 103 History of Art III: Introduction to Asian Art Spring

As an introduction to the art of the Far East, this course will examine the painting, sculpture, architecture, and decorative arts of India, Southeast Asia, China, Japan and Korea. Works of art will be studied in terms of style, iconography, and social and historical context. Two lectures and one discussion per week. Ms. Ma

AR 104 History of Art IV: "Primitive" Art Spring

An introduction to ethno–aesthetics and the traditional arts of small–scale, non–western societies. The course concentrates on a number of different geographic areas and uses them to isolate general methodological issues. In addition to considering the obvious problem of why certain traditions have been wrongly labelled primitive, the course will focus on such specific topics as the depiction of the exotic, the role of the artist in other cultures, the uses of art in ritual, and the presentation of the self through art.
Ms. Packert

[AR 190 Monuments and Ideas in the History of Art]

[AR 200 Renaissance Architecture]

AR 201 Painting and Sculpture of the Italian Renaissance Fall

A selective survey of Italian Renaissance painting and sculpture, with an emphasis upon leading masters seen in their artistic, intellectual and religious context. Among the artists to be considered are: Giotto, Ghiberti, Donatello, Botticelli, Leonardo da Vinci and Michaelangelo.
Mr. Wilson

AR 202 Modern Art Spring

A survey of painting and sculpture from Post–Impressionism to the 1970's. In addition to study of the artistic development of major figures and movements, attention will be paid to the political, social and literary contexts to which the masters of modernism belong. Emphasis will also be placed on artists' and critics' statements about developments in modern art.
Ms. Packert

AR 205 Painting and Sculpture of Nineteenth Century Europe Fall

During the 19th century, Paris was the capital of the art world, and the structure of this course will be based upon that central, undeniable fact. From the revolutionary 1780's until the Exposition Universelle of 1900, we will consider 19th century painting and sculpture primarily as a Parisian phenomenon, with detours to other countries and cultural centers whenever appropriate. Ms. Powell

AR 207 American Painting: 1750–1900 Spring

A survey of American Painting focusing upon the major painters and themes of the eighteenth and nineteenth centuries. The course will examine the development of history, landscape and genre painting. In addition to these broader themes, we will focus upon some of the great post–Civil War painters including Winslow Homer, Thomas Eakins and Albert Pinkham Ryder. Mr. Wilson

AR 209 Studio Art I Fall

A complete and thorough basic drawing course. Mediums used will be pencil, charcoal, conte crayon, and pastel. Work will be done from observation and inven-

tion. Line, perspective, value, composition, and introduction to color will be discussed. Assignments will involve students not only with the formal and technical aspects of drawing, but also with the idea of drawing as an individual means of expression. No prior drawing experience is assumed or expected. Required of all art majors. Junior and senior non–majors will be wait–listed in the order of their requests at registration and places assigned to them after art majors have been accommodated. Students are required to take AR 210, in order to receive credit for AR 209. Each section limited to 22 students.

Mr. Bumbeck, Mr. Butler
Mr. Nelson, Staff

AR 210 Studio Art II Spring

A continuation of AR 209 which is split into two six–week segments. In the first segment we will introduce three–dimensional concepts with the media of clay, cardboard, plaster and mixed materials. In the second segment we will introduce applied color theory through the medium of casein paint.

Mr. Bumbeck, Ms. Bocanegra
Mr. Nelson, Staff

[AR 211 American Design]

[AR 216 Art of the Middle Ages]

AR 218 History of Photography Spring

A broad survey of aesthetic and social developments in the history of photography from its beginnings to the present day. Study will include such topics as portraiture, documentary photography, photojournalism and the interrelations between photography and the other visual arts. By focusing on the styles of several representative artists, we will attempt to define the distinctive characteristics of the photographic image as a means of artistic expression. Ms. Powell

[AR 220 The Art of the City]

[AR 221 Art of the Golden Age of Greece]

AR 222 Buddhist Art: The Journey of the Three Jewels Fall

An introduction to the basic styles, ideals and principles of Buddhist art. The art of Buddhism is broadly international in scope; we will consider such themes as its origin in its Indian homeland, its spread through Central Asia, Tibet, China, Korea, and Japan, and its extensions in Southeast Asia. Topics include: the development of the Buddha image, Buddhist iconography, religious painting and sculpture, cave and temple architecture, ritual diagrams, and Zen paintings and gardens.

Ms. Packert

AR 223 The Legacy of Alexander the Great: Hellenistic Greek Art Spring

An examination of the architecture, sculpture, and painting of the Greek world from c. 323 to 31 B.C. Special emphasis will be given to developments in history, religion and politics. A sampling of topics to be addressed includes the development of ruler worship; the growth of 'personal' religion; artistic interest in portraiture, children, the individual and the everyday; and the rising power of Rome.

Ms. Barringer

AR 301 Modern Architecture Fall

The Western tradition in architecture since the Industrial Revolution. A survey of the persons, monuments and developments that established the aesthetic, social and technological background for the contemporary architectural scene.

Mr. Andres

[AR 302 Baroque Art: Painting, Sculpture and Architecture of Seventeenth Century Rome]

[AR 303 Northern Renaissance Art 1300–1600]

[AR 304 Northern Baroque Art]

[AR 306 Masterpieces of Chinese and Japanese Painting]

[AR 308 Late Modern Art]

AR 309 Painting Fall

Painting with the emphasis on structuring of pictorial space in representational and non–representational or abstract conceptions. Use of new and traditional media. Limited to 15 students. (AR 209 and AR 210) Mr. Butler

AR 310 Painting Spring

A continuation of AR 309.

Ms. Bocanegra

[AR 311 The Home of the Heroes: The Art and Archaeology of the Aegean Bronze Age]

[AR 312 Roman Architecture]

[AR 313 Masterpieces of Japanese Painting]

AR 314 Roman Painting and Sculpture Spring

A survey of Roman wall painting and sculpture during the Roman Imperial period. Questions of political motivation, social status, and Greek influence will be examined. Special emphasis will be given to historical and political developments.

Ms. Barringer

AR 315 Printmaking Fall

Studio instruction in traditional and contemporary methods of intaglio printmaking. Critical emphasis on monochrome imagery augmented by extensive slide lectures providing the student with a thorough background in recent developments in the intaglio media. Limited to 15 students. (AR 209 and AR 210)

Mr. Bumbeck

AR 316 Printmaking Spring

Continued instruction in the intaglio medium incorporating the collagraph method and the full range of color methods including ink viscosity, multiple plate and relief color printing. (AR 315.)

Mr. Bumbeck

AR 317 Masterpieces of Chinese Painting Fall

This course will discuss the development of the masterpiece paintings in China, beginning with the earliest forms of figural and landscape depiction. Emphasis will be placed on the major painting traditions of the Song, Yuan, Ming and Quing Dynasties. (AR 103 or consent of instructor) Ms. Ma

AR 319 Sculpture Fall

An introduction to sculpture. Our goal will be to gain experience in intelligent expression or communication of ideas in three-dimensional form. Instruction will be offered to introduce the student to the technical and conceptual developments within the discipline, both in its traditional and current practice. This instruction will include but not be limited to modeling, mold–making, casting, carving, and construction in wood and metal in figurative and non–figurative forms of expression. (AR 209 and AR 210) Limited to 15 students. Mr. Nelson

AR 320 Sculpture Spring

A continuation of AR 319. Students will pursue expression in three–dimensional form with a greater concentration in a specific area or exploration of new techniques and concepts. Mr. Nelson

[AR 321 Indian and Indonesian Art]

[AR 322 Eighteenth Century Art and Architecture]

[AR 323 Women in the Visual Arts, 1700 to the Present]

[AR/CL 325 Rome of the Caesars, Rome of the Popes]

[AR 326 Special Problems in Art History: Biography of Artists as Art Historical Method]

[AR 327 Photography]

[AR 328 Photography]

AR/TH 330 Film and Modernism in the Arts Spring

See Theatre, Dance and Film/Video listings for description. Mr. Perry

AR 401 Seminar in Modern Art: Monet and French Impressionism Fall

This course will examine the French Impressionist movement, primarily, although not exclusively, through the art of Claude Monet. We will begin by exploring the roots of Impressionism in French Realist art and then move to the Impressionist exhibitions of the 1870s and 1880s. Then we will shift our attention to Monet's later works, done at his home in Giverny. We will attempt to place Impressionist subjects against the backdrop of later nineteenth century French society by considering parallel developments in music and literature and by exploring the significance of certain themes in light of the social realities they may reflect. Ms. Powell

AR 403 Seminar in Modern Architecture: Architecture after the Masters Spring

An investigation of recent architectural trends beginning with the climactic work of Wright, Gropius, Mies and Le Corbusier and following the developments and reactions which it inspired. The seminar will draw heavily on contemporary architectural theory and criticism in an attempt to achieve an historical overview of the period since World War II. Limited to 12 students. Those interested should consult with the instructor before registration. (AR 301 or AR 220) Mr. Andres

[AR 405 Seminar in Baroque Art]

AR 407 Seminar in American Art: Our Fiery Trial, The Art of the American Civil War Spring

This seminar will begin with a review of the major historical events of the Civil

War. We will then study the conflict through the paintings and illustrations of America's leading artists, such as Winslow Homer, Frederic Church and Eastman Johnson. Their art will be studied from a number of perspectives, including the poetry of Walt Whitman, the photographs of Matthew Brady and the writings of Abraham Lincoln and Frederick Douglass. Particular emphasis will also be placed upon the thoughts and attitudes of the common soldier as reflected in his diaries and journals. (No prerequisites) Mr. Wilson

AR 409 Art Museums: Theory and Practice Spring

This course is intended as an intensive introduction to problems and issues in American art museums. The primary goal of the course is to acquaint each student with day–to–day museum conditions through the completion of a semester–long project. Project topics will evolve from the long–range goals of the gallery and may include the preparation of an exhibition or work on a gallery publication. Limited to 12 students. Those interested should consult with the instructor before registration for a more complete description of the course. (AR 101 and 102 recommended)

Mr. Saunders

[AR 410 Seminar in Iconography]

Guidelines for independent work in Art History and Studio Art

1. Under no circumstances will anyone be allowed to register for AR 710, AR 720 or AR 730 unless his or her advisor's signature is on the official registration card. Advisors will sign cards only after a discussion concerning planned senior work. No change of advisors, topics or projects will be allowed subsequently without signed approval of a student's advisor(s) and the department chair. Senior work (either an art history thesis or a sustained studio project in one medium – painting, sculpture, drawing or printmaking) can only be done in an area in which a student has already taken course work on the college level.
2. Independent projects (AR 510 or 520) can be undertaken only in areas in which students have done previous work on the college level and have demonstrated that mastery of the scholarly material or artistic medium is sufficient to justify independent study. In certain rare instances, exceptions to this rule will be allowed. For example, a student with sufficient art historical background who wishes to pursue an area of inquiry which is not covered in the normal curriculum might undertake an AR 510 project in preparation for senior work.

Administration of approvals for independent work on the 500 level

Each student must find an advisor to sponsor his or her project and submit a written proposal for consideration and approval by the entire art faculty. In the case of studio proposals, students must indicate their previous experience in the study of studio art, the precise nature of the project and the work which will result from the semester's endeavor. For art history proposals, students must indicate previous art historical study, the precise nature of the problem they wish to investigate, a bibliography of works to be used in the study and the kind of written work that will result.

All students enrolled in AR 520 or AR 720 must keep Tuesday evenings free for bi–monthly critical sessions with the studio art faculty. All students enrolled in AR 710 and AR 730 must keep Tuesday evenings free for bi–monthly sessions with the Art History Faculty. These sessions are required, and no exceptions or exemptions can be made.

AR 520 Advanced Studies in Studio Fall, Spring

Supervised independent work in studio. Studio independents are required to attend regular group critiques with the studio art staff and the other senior studio art staff and the other senior studio independents. Staff

AR 700 Methods and Theories in the Visual Arts Fall

This seminar course is geared to the needs of art history majors and is required of them. Our focus will be on the critical understanding of the range of methods employed in art historical research and writing. Through a series of readings and related projects, students will have the opportunity to develop expertise in art historical methodology; these will serve as preparation for senior thesis work. Topics include: history of the discipline, social history, the role of verbal commentary (artists' statements, critical and historical writings) in the interpretation of artworks,

the relationship between text and image, semiotics, and feminism. Ms. Packert

AR 710 Senior Independent Study in Art History
Winter, Spring

Research and presentation of a two–term thesis in a subject area of choice, but in which the student has a demonstrated competence. (AR 400) Staff

AR 720 Senior Independent Study in Studio
Fall, Winter, Spring

Three terms of supervised independent work. All senior studio art independents will meet for regular group critiques with the studio art staff and other senior studio independents. Staff

AR 730 Senior Independent Study in Architectural Design Fall, Spring

A two–term sequence of problems in architectural design. Staff

BIOLOGY

Professors: C. Randall Landgren, Tom Root (on leave Fall, 1991), George Saul (on leave Spring, 1992), Christopher Watters *Associate Professors*: Sallie Sheldon, Stephen C. Trombulak *Assistant Professor*: Pamela Small *Visiting Assistant Professors*: Robert Cluss, Robert Creed *Howard Hughes Medical Institute Fellow*: Natalina Marano *Assistant*: H. Peter Wimmer

Our curriculum is built around three major areas of biology: cellular and molecular biology, organismal biology, and field and population biology. The major requires an introduction to each area, and we offer a variety of upper–level courses in each area. Students majoring in biology plan their programs in close consultation with department advisors. This provides students the maximum flexibility in preparing for graduate studies, medical school, teaching or other careers.

The department is well–equipped to offer laboratory and field courses across the curriculum. Our courses introduce students to modern theory and techniques. We take pride in our innovative approaches in the laboratory and our availability to students. In the laboratory and in the field, students work in small groups directly with the faculty. Seniors frequently do independent research with the faculty, sometimes producing professional publications. Departmental Honors are given to students who meet the general college requirements and who complete an outstanding independent project of at least two–terms duration (see Honors Program).

The location of the College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides excellent opportunities for field studies. The College's High Pond Nature Reserve, encompassing a complete watershed, also provides many unique opportunities for research. The department participates actively in interdisciplinary majors in environmental studies and northern studies.

For students who entered in the Fall of 1990 and thereafter, the major program includes introductions to organismal biology (BI 185), to ecology (BI 190), to population genetics and evolution (BI 195) and to cellular and molecular biology (BI 250), 7 elective courses within the department and 4 cognate courses from chemistry (excluding CH 170), physics (excluding PH 101, Ph 105 and PH 155), mathematics or PY 301. **Normally, students intending to major in Biology take the four introductory courses in sequence and complete them by the end of their sophomore year.** If so offered, departmental and cognate courses must be taken with laboratory to satisfy major or joint major requirements. Students who entered before Fall, 1990, and have taken BI 125 may complete their major requirements by taking BI 190, BI 250, 7 elective courses in the department and 4 cognate courses (as presented above). At least five electives must be chosen from those offered at the 200 – or 300–level; the remaining 2 may include independent study (BI 500 or BI 600), advanced summer research (BI 555), and one winter term course designated for major credit.

The joint biology/psychology program is described in the Psychology section. Joint major programs with other departments are available for students wishing to study aspects of two disciplines without taking all the courses prescribed for a major in either. Students interested in this option should consult with the Chairs of the appropriate departments.

For good and sufficient reason, a student may take courses at another institution toward fulfillment of the major re-

quirements. A maximum of three biology courses taken off–campus may be credited toward the completion of the major (two toward the completion of a joint major). For students matriculating as first term students, transfer courses must be beyond the introductory level and may not include equivalents of BI 185, BI 190, BI 195 or BI 250. When a course is offered at Middlebury with a lab or prerequisites, an equivalent off–campus course must also include a lab or prerequisites. Each transfer course must be approved by the department chairman prior to the enrollment of the student in the course.

Students planning careers that require graduate or professional training (including medical schools, veterinary schools and dental schools) should be familiar with the subject matter in CH 103, CH 104, CH 241, MA 112 and PH 109. Some graduate schools and most medical school programs require additional courses in chemistry, math and physics (See Pre–Medical Program).

The department admits a limited number of graduate students as candidates for the degree of master of Science in Biology. Degree requirements include at least one year in residence at the College, nine courses (at least six from the department, three of which must be research credits), a minimum grade of B– in each course, participation in laboratory instruction and preparation, attendance at departmental seminars, and a thesis with public presentation and defense before a committee. All work toward the degree must be completed within five years. Please send for a detailed description of the program.

Required for a major: BI 185, BI 190, BI 195, BI 250, 7 electives in Biology (5 from BI 201 to BI 401) and 4 cognates. Required for a joint biology/psychology major – see description under Department of Psychology.

Honors Program: Students with an average of 3.0 or better in departmental courses other than BI 500 and BI 600 may apply for departmental honors. Honors will be given for an independent research project of superior quality (at least a B+) and of at least two terms duration. Normally Honors research begins during the first term of a student's senior year (or during the preceding summer), with the submission of a brief proposal. **Interested students should consult with prospective thesis advisors concerning possible honors projects during the second term of their junior year.** The honors project must result in the preparation of a thesis, a public presentation of the research, and an oral defense of the thesis before a committee of at least three faculty members.

Proficiency Examination: Well–qualified students may be exempted from BI 185, BI 190, BI 195 and/or BI 250 by proficiency examination and thereby take other courses in the department for which these are prerequisite. Exemption does not: 1. result in course credit; 2. satisfy the College's Distribution requirement; or 3. reduce the total number of courses required for the major, joint major or concentration. These examinations normally are offered during the First Year Student Weeks in September and February. The Department does not grant Advanced Placement credit because it does not offer any equivalent introductory course.

See also Major in Molecular Biology and Biochemistry.

Premedical, Predental, Preveterinary Requirements: See Section on Special Programs.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 054 Human Nutrition Spring
Mr. Watters

BI 105 Molecular Biology and Society Spring

Issues involving applications of molecular biology are very much in the news these days. This course will cover recombinant DNA and monoclonal antibody technologies and their uses in medicine, agriculture and forensics; genetic screening; gene therapy; immunity; AIDS; and cancer and carcinogens. We will study their molecular basis and their impact on society—the moral and political as well as the scientific concerns. A background in science is not necessary; a goal of this course is to develop the scientific background to make informed decisions. Limited to freshmen and sophomores; juniors and seniors may enroll during the Fall, with permission. 2 hr. lect., 1 hr. disc.
Ms. Marano

BI 111 Writing on Nature (CW) Spring

This course will search for a common thread in Pliny, Mendel, Darwin, Craven, Dillard, Hoagland, Muir, McPhee and Curtis. The application of a structured, expository approach to writing about nature will be examined. Readings will be drawn from a variety of sources ranging from novels to textbook prose. Assignments will stress organization, imagery and communication. The class meetings will place an emphasis on analysis and revision. This course fulfills the College Writing requirement. 3 hrs. disc. Mr. Landgren

BI 130 Epidemiology: Patterns of Disease Fall

Despite the emergence of highly sophisticated medical knowledge and a trend towards greater longevity, immortality has so far evaded humans. The rise and fall of human populations have been intricately associated with the evolution of new pathologies. For example, although small pox is now a disease of the past and syphilis is much reduced in virulence, Legionnaires' disease, AIDS, and Lyme disease have emerged as new health concerns. This course will explore the dynamic relationship between humans and their diseases from a biological, epidemiological, and historical perspective. 3 hrs. lect., 1 hr. disc. Mr. Cluss, Ms. Small

BI 185 Organismal Biology Fall

A survey of organisms from the simplest forms to more complex plants and animals. We will examine the different evolutionary lines of organisms, focusing on selected plants and animals. Then we will study the ways in which various stages in selected life histories change, focusing on gametogenesis and such early developmental events as fertilization, embryogenesis and organogenesis. We will also examine such phenomena as regeneration and cancer. Laboratories will include field trips to study the local flora and fauna and lab work on the systematics, structure, function, and development of organisms. 3 hrs. lect., 3 hrs. lab.

Mr. Landgren, Mr. Watters

BI 190 General Ecology Fall, Spring

Why are big fierce animals rare? If you are a plant, is it better to be an annual or flower year after year? Can biological control of pest species be successful? This course for non–majors and majors is an introduction to organisms in their environments, including consideration of physiological adaptations, behaviors and reproductive strategies. We will explore the diversity of interactions between species and their role in the organization of communities. At the end we will examine the impact of humans on environments. Most laboratories will be conducted outside. **Open to junior or senior majors by permission only.** 3 hrs. lect., 3 hrs. lab.

Mr. Creed, Ms. Sheldon & Staff

BI 195 Genetics and Evolution Fall

During the first part of the course, lectures will introduce cell structure, mitotic and meiotic cell division, patterns of inheritance and their chromosomal bases, genetic control of enzymes and the fundamentals of molecular genetics. The second part of the course will focus on the principles of population genetics and the mechanisms of evolution, including natural and sexual selection, altruism and kin selection, as well as patterns of evolution at and above the species level. Laboratory/discussion sessions will include some experimental work and observation plus discussions of lectures, problems and assigned reading. 3 hrs. lect., 3 hrs. lab/disc.

Mr. Saul, Mr. Trombulak

[BI 201 Invertebrate Biology]
(Offered Fall 1993)

BI 202 Vertebrate Life Spring

We will explore the evolution of the vertebrate classes and the adaptations that allow them to live in almost every habitat on Earth. We will study the taxonomy, natural history, distribution and morphology of each class and discuss how each group solves the problems of finding food, avoiding predators and moving throughout the environment. Laboratory exercises will provide in–depth exposure to both vertebrate anatomy and general principles of vertebrate biology. Occasional field trips will introduce the local vertebrate fauna in their natural habitat. (BI 125, BI 185 or permission) 3 hrs. lect., 3 hrs. lab.

Mr. Trombulak

BI 203 Introduction to Botany Fall

An introduction to the biology of plants with emphases on the nature of plants, the uses of plants by man, and plant growth and development. Organisms studied include algae, mosses, ferns, conifers and flowering plants. The laboratory is descriptive and experimental. It includes field work on and off campus. (BI 125, BI 185 or BI 190) 3 hrs. lect., 3 hrs. lab.

Mr. Landgren

BI 207 Human Parasitology Fall

Why has the highly successful parasitic lifestyle evolved independently in

nearly every phyla? We will examine the specialized interactions between parasites and their human hosts. Lecture will emphasize the ecology, epidemiology, physiology, and molecular biology of protozoa, roundworms, tapeworms, flukes, and arthropods. The host response to invasion and the strategies employed by parasites will also be compared and contrasted. Current attempts to control diseases such as malaria and African sleeping sickness through public health policy, vector eradication, and vaccine development will be summarized. Models of infection and cultures will be studied in the laboratory. 3 hrs. lect., 3 hrs. lab. (BI 125 or BI 185)
Mr. Cluss

[BI 216 Animal Behavior]
(Offered Fall 1992)

[BI 225 Human Genetics]
(Offered Spring 1993)

BI 250 Organelles and Cells: An Introduction to Concepts and Methodology Spring

The biology of cells and their internal compartments, with emphasis on deriving modern concepts and understanding the methodological basis of such concepts. Topics include: the membrane basis of compartmentation and transport; nucleic acids and their roles in replication and protein synthesis; regulation of intermediary metabolism; and the function of such specialized cells as muscle and nerve. Laboratory work will stress experimentation and interpretation of data. **Open to junior and senior majors by permission only.** (BI 125, BI 195 or equivalent preparation; CH 103) 3 hrs. lect., 3 hrs. lab.
Mr. Cluss, Mr. Watters

[BI 302 Vertebrate Natural History]
(Offered Fall 1992)

BI 303 Plant Morphology and Physiology Spring

This course focuses on plant structure and function, including life cycles of the various divisions in the Kingdom Plantae. Water relations, plant hormones, photosynthesis and secondary metabolism are all covered in the context of the plant's responses to its environment, with special emphasis on flowering plants. The laboratory will include detailed anatomical studies as well as experiments in physiology. Individual projects will be emphasized in the experimental portion of the lab. (BI 250) 3 hrs. lect., 3 hrs. Mr. Landgren

BI 310 Microbiology Spring

An introduction to the microbial world with an emphasis on the structure and function of prokaryotes. General topics to be discussed include bacterial taxonomy, metabolism, genetics and ecology. Additional areas include the physiology of specialized groups of organisms and their roles in nutrient cycling, microbial behavior and development, and the structure and replication of viruses. The laboratory will stress basic microbiological techniques as applied to the enrichment, isolation, physiology and genetics of bacteria and the manipulation of viruses. (BI 250) 3 hrs. lect., 3 hrs. lab. Ms. Small

BI 314 Molecular Genetics Fall

Topics for lectures and reading include the structure and function of the genetic material of prokaryotes, viruses and eukaryotes; regulation of gene activity; and molecular models of recombination. Attention will be given to special topics of current interest, such as oncogenic viruses, cloning and fine-structure analysis of genes. Laboratory work will provide training in recombinant DNA techniques through a series of experiments directed at cloning genes in *Escherichia coli.* (BI 250) 3 hrs. lect., 3 hrs. lab.
Mr. Saul, Ms. Small

[BI 325 Applied Genetics]
(Offered Spring 1993)

BI 330 Pathogenic Microbiology Spring

An investigation into the biology and biochemistry of pathogenic microorganisms. Pathogens have evolved complex strategies for ensuring their survival within a host. These include colonization, cell invasion, toxin production and a variety of immunological disguises. Emphasis will be placed on understanding the molecular basis for these strategies. Viral, bacterial, fungal and protozoan pathogens will be the protagonists in this course, although a summary of host defense mechanisms will be presented as well. (BI 230 or BI 250) 3 hrs. lect./disc. Ms. Small

BI 340 Immunology Fall

How does the immune system work to fight disease? How can it respond to tens of millions of different substances, even those never found in nature. Why does one retain an immunity to previously encountered diseases? This course will examine the functioning of the immune system. Topics to be covered include the cells of the

immune system, how foreign substance are removed and inactivated, anti–body structure and function, important molecules in the immune response, development and regulation of the immune system, and the importance of immune system function and malfunction in medicine. (BI 250 or CH 322) 3 hrs. lect.
Ms. Marano

BI 345 Virology Spring

Viruses are genetic parasites whose survival is dependent upon infection of other organisms. Viruses provide simple model systems for studying numerous problems in biology. The genetics, molecular biology, and natural history of viruses will serve as the foundation topics of discussion in this course. The use of viruses as tools in basic molecular and cellular biology research and the study of economically important plant and animal viruses will also be covered. Additional topics include the characterization of unusual viruses such as viroids and prions and the beneficial role of viruses as vehicles for transferring genetic information. 3 hrs. lect. (BI 250 or CH 322) Mr. Cluss

BI 360 Practical Cell Biology Fall

The application of advanced techniques to the study of cells and their organelles. We will isolate and characterize cellular fractions and study endocytosis, "marker" enzymes, and *in vitro* protein synthesis. Discussions and papers will emphasize the design of experiments and critical interpretation of data. Among other techniques, students will be introduced to autoradiography, differential and density–gradient centrifugation, liquid scintillation spectrometry, gel electrophoresis, ELISA and "Western" blots, and chromatographic methods, and the safe usage of radioisotopes. (BI 250 and CH 241 or CH 322 or permission) 2 hrs. lect./disc., 4 hrs. lab. Mr. Watters

BI 370 Human and Animal Physiology Spring

This course examines the function of our own bodies, and compares this to the physiology of many different animals. Lectures stress how animals are adapted to a variety of habitats, and also how they are capable of responding to a range of environments (e.g., high–altitude, deep–sea, desert and polar conditions). Computer simulations will illustrate such problems as artificial organs, exercise, stress and disease. Laboratories emphasize experimental design. We will study respirometry, osmometry, electrophysiology, computerized data acquisition, cardiac function, muscle physiology, endocrinology, thermoregulation, field studies, and small animal surgery. (BI 250 or permission).
Mr. Root

BI 390 Advanced Ecology Fall

This course builds on the ideas presented in BI 190 and deals in greater depth with population ecology, demography, life history strategies, species interactions, community structure and dynamics. For each of these topics we will examine its theoretical basis and examine results from field and lab experiments. (MA 112, BI 190) 3 hrs. lect., 1 hr. disc.
Ms. Sheldon

BI 391 Methods in Ecology Fall

In this course we will focus on the means by which ecologists attempt to address and answer questions regarding the distribution and abundance of organisms. In both discussions and labs, students will be exposed to a variety of sampling and experimental methods employed by field biologists. Labs will be field–oriented and some labs will extend into the weekend. The theoretical framework for this course will be presented in BI 390. (BI 190 and BI 201 or BI 202 or BI 203; BI 390 as pre– or co–requisite) 3 hrs. lect./disc., 3 hrs. lab. plus field trips. Mr. Creed

BI 500 Independent Study
Fall, Winter, Spring

A project involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty advisor. For biology majors. (Permission)
Staff

BI 900 Research and Thesis
Fall, Winter, Spring

Required for all candidates for the Master's degree.

See also Environmental Studies.
See also Northern Studies.

MOLECULAR BIOLOGY AND BIOCHEMISTRY

Professors: George Saul (Biology), Christopher Watters (Biology) *Associate Professors*: James Larrabee (Chemistry and Biochemistry), Stephen Sontum (Chemistry and Biochemistry), *Assistant Professors*: Jeffrey Byers (Chemistry and Biochemistry), Sunhee Choi (Chemistry and Biochemistry) (on leave all year), Honorée Fleming, (Chemistry and Biochemistry) (Coordinator) Nadia Marano (Howard Hu-

ghes Medical Research Fellow), Robert Cluss (Biology), Pamela Small (Biology), and Steven Walstrum (Chemistry and Biochemistry)

The program in Molecular Biology and Biochemistry represents a unique instructional effort by members of the Department of Biology and the Department of Chemistry and Biochemistry. The major is designed for students with overlapping interests in biology and chemistry. Students receive a strong foundation in cellular biology, genetics and biochemistry, and should be well–prepared for medical school, graduate studies in biochemistry, cellular or molecular biology, or employment in biotechnical resea

The major in molecular biology and biochemistry is composed of fourteen required courses and two electives. Students may be able to bypass introductory courses in Biology, Chemistry, Math or Physics on the basis of AP credit or proficiency exams.

Suggested Schedule:

First year

Fall

Evolutionary Biology and Genetics
Genetics (BI 195)
Fundamentals of Chemistry I (CH 103)
Calculus I (MA 112)

Spring

Cells and Organelles (BI 250)
Fundamentals of Chemistry II (CH 104)
Calculus II (MA 113)

Sophomore year

Fall

Molecular Genetics (BI 314)
Organic Chemistry I (CH 241)

Spring

Introduction to Microbiology (BI 310)
Organic Chemistry II (CH 242)

Junior year

Fall

Biochemistry (CH 322)
Mechanics (PH 109)
Practical Cell Biology (BI 360) or
Physical Chemistry (CH353) (Spring)

Spring

Electricity and Magnetism (PH 110)
Physical Chemistry (CH 353) or
Practical Cell Biology (BI 360) (Fall)

Senior year

Senior thesis research and/or electives

Possible Electives include:

Independent Studies in Biology (BI 500)

or

Biochemistry and Chemistry (CH 500)
Applied Genetics (BI 325)
Physical Chemistry for the Life Sciences (CH 353)
Intermediary Metabolism (CH 425)
Immunology (BI 340)
Advanced Chemistry Laboratory (CH 313)

Winter term courses in selected topics (e.g. molecular endocrinology, membrane biology)

CHEMISTRY AND BIOCHEMISTRY

Professor: Robert W. Gleason; Associate Professors: James A. Larrabee, Stephen F. Sontum (chair) *Assistant Professors*: Jeffrey H. Byers, Sunhee Choi (on leave all year), Honorée Fleming; *Visiting Assistant Professor*: Steven A. Walstrum

The courses available to students in our department provide a firm foundation in the principles of chemistry along with the opportunity to focus on a particular area of interest within analytical, inorganic, organic, physical or biological chemistry. Students are encouraged to complete the core courses of general chemistry, organic chemistry, math and physics within the first two years. These core courses, taken for the major, also fulfill many of the requirements for the pre–medical, pre–veterinary and pre–dental programs.

The students then elect to specialize in Chemistry or in Biochemistry and will, on that basis, choose appropriate upper level courses which focus on the theory and methodology essential to modern chemistry or biochemistry. Required courses and electives for these two specialities are as follows:

Core courses: CH 103*, CH 104, CH 241, CH 242, MA 112*, MA 113*, PH 109*, PH 110*. These courses are required for all chemistry and biochemistry majors.

Chemistry specialization: core courses, CH 311, CH 312, CH 351, CH 352, CH 431 and three electives chosen, with an advisor's approval, from the Department of Chemistry and Biochemistry.

Biochemistry specialization: core courses CH 311, CH 313, CH 322, CH 353,

CH 425 and three electives chosen, with an advisor's approval, from the Department of Chemistry and Biochemistry.

See also Major in Molecular Biology and Biochemistry, listed between Biology and Chemistry in this Catalog.

*Students may qualify to place out of, and receive credit for, starred courses by achieving a satisfactory grade on the Advanced Placement Examination of the Educational Testing Service. It is also possible for students to place out of CH 103 by achieving an appropriate grade on an examination administered by the Chemistry Department at the beginning of each term.

A recommended program of study for those considering Chemistry or Biochemistry as a major is shown below. Though students may deviate from this guide, it is imperative that all prospective majors complete CH 104 by the end of the freshman year.

Chemistry

First Year		Sophomore	
Fall	Spring	Fall	Spring
CH 103	CH 104	CH 241	CH 242
MA 112	MA 113	PH 109	PH 110
Junior		Senior	
Fall	Spring	Fall	Spring
CH 311	CH 312	CH 400	CH 700
CH 351	CH 352	Elective	CH 431

Biochemistry

First Year		Sophomore	
Fall	Spring	Fall	Spring
CH 103	CH 104	CH 241	CH 242
MA 112	MA 113	PH 109	PH 110
Junior		Senior	
Fall	Spring	Fall	Spring
CH 311	CH 313	CH 400	CH 700
CH 322	CH 353	CH 425	Elective

An important feature of the program in Chemistry and Biochemistry is the opportunity for students to work independently during their junior and senior years. Students may take several units of independent study (CH 400, CH 500, CH 700 and CH 750), two of which may be counted toward filling the elective requirements for the major. There is an exciting range of possibilities for student research in synthetic organic chemistry, in bioinorganic chemistry, in physical and biophysical chemistry. These fields represent the diverse interests of the faculty in this department. Independent research provides students with the opportunity to interact with a faculty member on a one–to–one basis as they learn to frame and answer questions about a particular experimental system. First–hand experience with the scientific method adds an important dimension to the undergraduate experience whether the student plans to go to professional school or directly into a teaching or industrial position. Student research papers are frequently accepted for publication in professional journals.

The Department of Chemistry and Biochemistry is accredited by the American Chemical Society. Chemistry majors taking courses in linear algebra and computer sciences as well as two advanced Chemistry courses at the 400 level and two electives from CH 400, CH 500, CH 700 or CH 750 will receive ACS certified degrees upon graduation. Biochemistry majors who take CH425 and two electives from CH 400, CH500 or CH700 may also qualify for ACS certified degrees.

To be eligible for graduation honors in chemistry, a student must have at least a 3.0 average in all courses in the department, excluding independent study courses. In addition, the student must take at least one unit of CH 700 and present and defend a thesis before a committee of at least three faculty members. The degree of honors (honors, high honors or highest honors) is determined by the student thesis committee and will depend on the student's average in all chemistry courses and the student's CH 700 grade.

CH 700	*Chem*	*Degree of*
Grade	GPA	Honors
B+	*3.05–4.0*	*Honors*
A–toA	3.33–4.0	High Honors
A	3.77–4.0	Highest Honors

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 007 The Fire of The Gods Fall
Ms. Fleming

CH 103 Fundamentals of Chemistry I Fall, Spring

Fundamental principles of chemistry. Atomic theory and atomic structure; chemical bonding; stoichiometry; introduction to chemical thermodynamics. States of matter; solutions and colligative properties. Laboratory work deals with testing of theories by various quantitative methods. Students with strong secondary school preparation are encouraged to consult the department chairman for permission to elect CH 104 in place of this course. 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Breakage fee. Mr. Byers (Fall) Mr. Gleason (Spring)

CH 105 Same as CH 103 but without the laboratory. Fall, Spring

CH 104 Fundamentals of Chemistry II Fall, Spring

Major topics include: descriptive inorganic chemistry; mass action equilibrium phenomena and calculations; electrochemistry; coordination chemistry; nuclear chemistry. Lab work includes inorganic sythesis; qualitative analysis; gravimetric and titrimetric quantitative analysis. (CH 103 or permission.) 3 hrs. lect., 3 hrs. lab., 1 hr. prelab. Breakage fee. Mr. Larrabee (Fall Mr. Byers (Spring)

CH 106 Same as CH 104 but without the laboratory Fall, Spring

CH 170 Chemistry for Citizens (CW) Spring

Designed for the non-science major, this course will consider important questions regarding use and supply of chemical energy and its alternatives. We will consider the implications of current chemical technologies; the benefits and the risks. We will discuss the significance of the recent revolution in biochemical research which has given us the power to alter genetic material. And we will look at all of these issues in the context of our environment, whose chemistry is vitally important to our continued survival. 3 hr. lect. One section of this course has an additional hour of discussion and fulfills the College Writing requirement. Ms. Fleming

CH 230 Bioinorganic Chemistry Spring

This course will focus on the study of the role of transition metal ions in biological systems. Basic concepts of bonding for transition metals will be explored and methods of characterization of coordination complexes will be discussed. This will be followed by an in-depth examination of specific biological systems, including oxygen-carrying molecules (hemoglobin, myoglobin, hemerythrin, hemocyanin); coenzymes such as vitamin B-12, nitrogenase, cytochrome P-450, cytochrome oxidase, the electron-transport cytochromes b and c, zinc enzymes and copper proteins. (CH104) 3 hrs.lect. Mr. Larrabee

CH 241 Organic Chemistry I Fall, Winter

An introduction to the structure and reactivity of organic molecules. Topics covered include chemical nomenclature, bonding, structure, acid-base relationships, mechanistically simple reactions, and theoretical aspects of structure determination. Laboratory exercises include "hands-on" introductions to techniques such as distillation, crystallization, chromatography, polarimetry, and modern spectroscopic techniques, such as NMR and IR. (CH 104 or permission; CH 241 must precede CH 242) 3 hrs. lect., 6 hrs. lab. Breakage fee. Mr. Gleason (Fall) Staff (Winter)

CH 242 Organic Chemistry II Spring

A continuation of Organic Chemistry I. Topics covered include mechanistically complex reactions, organic synthesis, and application of molecular orbital theory to reactions. Laboratory exercises focus on synthetic techniques and structure elucidation of unknowns. (CH 241) 3 hrs. lect., 6 hrs. lab. Breakage fee. Mr. Byers

CH 247, CH 248 Same as Ch 241, CH 242, but without the laboratory Spring

Students cannot elect CH 247 or CH 248 without permission of the instructor.

[CH 261 Nuclear Chemistry]

CH 311 Advanced Chemistry Laboratory I Fall, Spring

An introduction to modern analytical and experimental chemistry with an emphasis on practice and application of instrumental methods of chemical analysis. Lecture topics will include evaluation of data, experimental design, and the theory and operation of chemical instrumentation. Laboratory exercises will involve chromatographic, thermodynamic and spectroscopic measurements of structural properties of molecules. (PH 110, CH 242 or permission) 1 hr. lect., 6 hrs. lab. Mr. Larrabee

CH 312 Advanced Chemistry Laboratory II Fall, Spring

A continuation of modern analytical and experimental chemistry including inorganic preparations with an emphasis on applications measuring dynamic properties of molecules. Lecture topics will include kinetics, transport properties and Fourier spectroscopic methods. Laboratory exercises will involve kinetic measurements, nuclear magnetic resonance and infrared methods of analysis. (CH 311) 1 hr. lect., 6 hrs. lab. Mr. Walstrum

CH 313 Advanced Chemistry Laboratory III Spring

Techniques in protein and nucleic acid chemistry will be emphasized. Protein assays, protein purification and characterization, and radiolabelling studies with proteins will expose students to common biochemical techniques such as spectroscopy, liquid scintillation counting, gel chromatography, electrophoresis, ultracentrifugation and enzyme kinetics. Both whole animals and cell culture models will be used for experimentation. Major techniques in molecular biology will be introduced, including bacterial transformation, DNA isolation, restriction enzyme analysis,and *in vitro* transcription. (CH 311 or permission.) 1 hr. lect., 6 hrs. lab.
Ms. Fleming, Mr. Walstrum

CH 322 Biochemistry and Molecular Biology Fall

An introduction to biochemistry which begins with the study of the basic chemical components of a cell, including sugars, fatty acids, amino acids and nucleic acids. The physical and chemical properties of proteins and nucleic acids are emphasized, providing a foundation for the discussion of current topics in molecular biology. Molecular biology is approached first in terms of process (transcription, translation, post–translation, granule formation) and then structures (DNA and gene structure, mRNA, translation product, mature and secreted protein). Understanding of techniques in biochemistry and molecular biology will be emphasized. (CH 241 or concurrently) 3 hrs. lect.
Ms. Fleming

[CH 341 Organic Chemistry III]

CH 351 Physical Chemistry I Fall

A study of gases, liquids and solids from a microscopic perspective. Kinetic theory and transport phenomena are studied. Statistical mechanics and quantum mechanics are developed and applied to simple systems. Spectroscopy is examined as an application of quantum theory. The microscopic nature of chemical kinetics is examined. (CH 104, PH 110 or permission) 3 hrs. lect., 1 hr. disc. Mr. Sontum

CH 352 Physical Chemistry II Spring

A study of the macroscopic properties of gases, liquids and solids. The laws of thermodynamics are developed and applied to simple chemical systems, chemical equilibrium and electrochemistry. Non–ideal behavior is considered from a thermodynamic perspective. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions. (CH 104, PH109 or permission) 3 hrs. lect., 1 hr. disc.
Mr. Sontum

CH 353 Physical Chemistry for the Life Sciences Spring

A basic course in physical chemistry intended for majors in life science areas. The course presents an introductory development of classical thermodynamics and dynamics as it applies to the equilibrium, kinetic and transport properties of biological molecules. Methods of physically characterizing biological molecules such as electrophoresis, centrifugation and radioactive counting will also be discussed. (CH 104, PH 109 or permission) 3 hrs. lect., 1 hr. discussion. Mr. Sontum

CH 400 Seminar in Chemical Research Fall

This seminar is intended to provide experience in current chemical research methods, literature and writing. This course involves a student research project generally related to current faculty research interests, class seminars and the writing of journal style reports. Majors may register for up to two course equivalents, but only one may be applied as chemistry elective credit. Participation for two semester equivalents will normally be followed by registration for CH 700. (CH352 or CH353 or permission) 1 hr. lect., 6 hrs. lab. Mr. Gleason

CH 425 Advanced Biochemistry Fall

Anabolic and catabolic pathways of eukaryotes will be evaluated mechanistically and appreciated through a consideration of thermodynamics. Pathways of carbohydrate, amino acid, lipid and nucleic acid metabolism, and models for oxidative phosphorylation are included. A treatment of enzyme kinetics and examples of several enzymes in metabolic pathways will provide for a rigorous understanding of enzyme function and the many control mechanism cells used to regulate their

thermodynamic needs. (CH 222 and CH 352 or CH 353) 3 hrs. lect., 1 hr. disc.
Mr. Walstrum

CH 431 Advanced Inorganic Chemistry Spring
An in-depth study of atomic structure and bonding theories applicable to inorganic chemistry, including valence bond, molecular orbital, ligand field and crystal field theories for coordination complexes. Inorganic application of symmetry and group-theory. Reaction mechanisms for inorganic complexes. (CH 351) 3 hrs. lect.
Mr. Larrabee

[CH 442 Advanced Organic Chemistry]

CH 452 Physical Chemistry III Fall
Advanced special topics in physical chemistry dealing with spectroscopy and statistical mechanics.(CH 351 or permission) Mr. Sontum

CH 500 Independent Study Project
Winter, Spring
Individual study for qualified students. Permission. Breakage fee. Staff

CH 700 Senior Honors Thesis
Winter, Spring
Senior honors candidates must register for CH 700 for one semester whild completing research projects initiated in CH 400. The writing and oral presentation of a thesis is required for completion of CH 700. (CH 400) Staff

CH 750 Senior Thesis (Environmental Studies)
Fall, Winter, Spring

See also Division of Natural Sciences.

See also Program in Environmental Studies.

CHINESE

Professor: John Berninghausen (chair, fall and winter term) *Associate Professor:* Clara Yu (chair, spring term) *Assistant Professors:* Catherine Campbell, Jen-mei Ma *Lecturer*: Gregory Chiang

The Chinese department offers a structured sequence of instruction in fundamental language skills leading to competency in spoken and written modern Chinese (Mandarin). Classical Chinese is also taught at the advanced level. Considerable attention is given to familiarizing the student with the rich cultural heritage of China's long history which is transmitted and embodied by the native language of over one billion people.

Qualified students may elect to spend all or part of their junior year abroad at approved language-training programs in mainland China or Taiwan. Credit is given on the basis of tests taken upon return to Middlebury. It is also possible to earn credit by taking Chinese in Middlebury's intensive summer program. All students interested in these programs should consult with the department chair during or before the fall semester of sophomore year.

All those planning to study Chinese should begin as early as possible, preferably during their first semester at Middlebury.

Besides those courses which train the student in speaking, aural comprehension, reading and writing, a few other courses designed to introduce Chinese literature through English translation are available to any interested student (CS 130, CS 216, CS 220, CS 225).

Required for a Major: Satisfactory completion of CS 101, CS 102, CS 103, and one course from among the following four - CS 130, CS 216, CS 220, CS 225 - qualifies a student for admission to the major in Chinese. Formal admission to the major program may be requested in consultation with the department chair.

Courses required for this major include (in addition to Beginning Chinese or its equivalent) CS 201, CS 202, CS 260, CS 301, CS 302 (or equivalent), CS 401, CS 402 and at least two of the following courses - CS 130, CS 216, CS 220, CS 225. (Credit equivalent to CS 302 and/or CS 400 may be earned in approved study at language training programs located in Mandarin-speaking societies.) CS 475 (senior seminar) and CS 700 (senior thesis) are required during the senior year.

Depending upon the individual goals of each majoring student, supporting courses in the study of other literatures, art, history, etc. will be encouraged by the student's advisor. (The major in Chinese is not intended for native speakers of any Chinese dialect.)

Honors: Eligibility for departmental honors in Chinese requires a grade point average of B+ (3.3) or higher in all courses taken within the Chinese department (in-

cluding any courses taken in the Chinese School's summer intensive program) as well as completion of a senior thesis or combination senior thesis/translation graded B+ or better. High Honors will be granted for an overall average in departmental courses of 3.5 or higher and senior thesis grade A– or A. Highest Honors are reserved for students who earn a grade of A on the senior thesis and who are carrying an overall average of 3.75 or higher in their departmental course work. Students will enroll in CS 700 in the fall and winter of the senior year for the writing of their thesis. At least one copy of the thesis is due no later than noon on the last day of Winter Term. A thesis turned in the first day of spring semester will be accepted, but will not qualify the student for departmental honors.

Generally speaking, those students who elect a major in Chinese have a strong orientation towards the study of Chinese literature as well as language. Students wishing to pursue the study of China or Chinese language in the context of some other discipline are encouraged to consider a major in East Asian Studies or a major in one the the disciplinary departments with a concentration in Chinese studies. It is also possible to do a joint major Chinese and social science, natural science or humanities division discipline.

Joint Major in Chinese: Courses required for a joint major in Chinese are CS 101, CS 102, CS 103, CS 201, CS 202, CS 301, CS 302 (or equivalent) CS 401, two of the following – CS 130, CS 216, CS 220, CS 225 – and either CS 402 or CS 475 in the senior year.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 017 War in Modern Literature Fall
Ms. Campbell

CS 101 Beginning Chinese Fall
An introduction to Mandarin (the official modern language of China, also known as *guoyu* or *putonghua*). The course begins with phonetics, romanization, Chinese characters and simple vocabulary items. Sentence patterns and other fundamentals of speaking, reading and writing will be taught, including both the traditional characters and the simplified characters in use on the Chinese mainland. Written exercises, drill sessions, quizzes and tape recordings will accompany each lesson. Students will have active command of more than 750 Chinese characters and more than 1,000 compounds by the end of CS 103. Additional drill hours to be arranged.
Mr. Berninghausen, Ms. Ma

CS 102 Beginning Chinese Winter
A continuation of CS 101. (CS 101)
Mr. Berninghausen, Ms. Campbell

CS 103 Beginning Chinese Spring
A continuation of the fall and winter terms with accelerated introduction of vocabulary, grammar, and sentence patterns designed to facilitate speaking and reading. (CS102)
Mr. Berninghausen, Ms. Ma

CS 130 Masterworks of Chinese Literature and Civilization Spring
An introduction through English translation of early literary, historical and philosophical texts which formed the basis of traditional Chinese culture. Included in this course will be readings from the *Book of Odes*, the Confucian classics, Taoist literature, the *Songs of the South*, Sima Qian's *Records of the Grand Historian*, *The Romance of the Three Kingdoms* and Tang Dynasty "tales of the mysterious." No previous exposure to East Asian culture nor any knowledge of Chinese language needed.
Ms. Campbell

CS 201 Intermediate Chinese Fall
This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both standard and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese and familiarity with the vocabulary and grammar introduced in CS 101, 102 and 103 is assumed. Grammatical explanations, written exercises, dictation quizzes, sentence patterns, oral drill and tapes will accompany assignments. By the completion of CS 202 students should be able to read and write approximately 1,400 characters. Additional drill hours to be arranged. (CS 103)
Ms. Ma, Ms. Campbell

CS 202 Intermediate Chinese Spring
A continuation of the first term's work, with the class conducted primarily in Chinese. (CS 201)
Ms. Campbell, Ms. Ma

CS 216 Traditional Chinese Fiction in Translation Spring

A survey of pre–modern Chinese fiction. This course will cover works from the Six Dynasties period (Fifth–Sixth centuries A.D.) up until the end of the nineteenth century. "Tales of the mysterious" and short stories, excerpts from *Three Kingdoms, Outlaws of the Marsh, Journey to the West* and *Story of the Stone* are included. The relationship between fictional and other literary genres, the ties between recorded fiction and oral storytelling, and issues of narrative structure, characterization and style will be discussed. Ms. Yu

CS 220 Women in Modern Chinese Fiction in Translation Fall

This course will examine the theoretical and historical development of twentieth century Chinese Fiction, focusing on the role of women as both authors and fictional characters, on literary portrayals of women by both female and male authors, and on the evolving position of women in modern Chinese society. Readings will include fiction, literary criticism and some ethnographic material from late traditional times up until the present, and we will also view a selection of documentary films. Conducted as a seminar, students will be encouraged to draw cross–cultural comparisions. All readings will be in English; no prior knowledge of Chinese language or culture is required.

Ms. Campbell

[CS 225 Classical Chinese Poetry in Translation]

CS/LS 260 Introduction to Literary Theory and Criticism Fall

Starting with an examination of several important concepts of literary theory, this course seeks to better acquaint the student with a variety of different approaches and critical terminology that may be applied to the analysis of literary texts. Although poetry and poetics will be touched upon, this course will center upon the discussion of several critical methods used in analyzing literary prose narratives as well as application of those methods by students in the analysis of selected works of fiction. Discussion format with limited enrollment. This course is also listed as LS 260. (Sophomore standing, two or more college level literature courses completed before enrolling in CS 260. Admission by permission. Students should submit a written request or speak with the instructor at least one week prior to registration.)

Mr. Berninghausen

CS 301 Advanced Chinese (Modern Chinese) Fall

This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of styles and genres. Classes will be conducted entirely in Chinese except for an occasional use of English by the instructor to provide a quick solution to problems of definition. The main text will be *Shiyong Gaoji Hanyu* (Practical Advanced Chinese) with supplementary readings from newspapers, magazines and other documents. (CS 202 or equivalent)

Mr. Chiang, Mr. Berninghausen

CS 302 Advanced Chinese (Modern Chinese) Spring

A continuation of the first term's work with greater emphasis placed upon reading works of a literary nature. (CS 301 or equivalent)

Mr. Chiang, Mr. Berninghausen

CS 400 Advanced Readings: Conversation and Writing (Modern Chinese) Fall

This course is designed to further improve language competency of highly pragmatic Chinese, spoken and written. Readings and discussion of a wide variety of contemporary materials selected with the special needs of students about to live and study in a Chinese–speaking country given high priority. (CS 302 or equivalent)

Mr. Chiang

CS 401 Classical Chinese: Introduction to Wenyan (In Chinese) Fall

A new approach to the traditional written language of China emphasizing grammatical differences from modern Chinese, vocabulary and style. Transformational drills, sentence construction, reading, translation into modern Chinese and compositions which highlight the interaction between wenyan and bathua will be included. All lessons will be accompanied by language laboratory tapes (CS 302 or equivalent) Mr. Chiang

CS 402 Classical Chinese: Introduction to Wenyan (In Chinese) Spring

A continuation of CS 401. In the second semester this course will lead the student from work in prepared materials to reading a variety of ancient Chinese texts as well as a few examples of wenyan and semi–wenyan writings. (CS 401)

Mr. Chiang

CS 475 Senior Seminar on Chinese Fiction (in Chinese) Spring
Ms. Yu

CS 700 Senior Thesis Fall, Winter
See also Program in East Asian Studies (interdisciplinary major). Staff

See also Program in East Asian Studies (interdisciplinary major.)

CLASSICAL STUDIES PROGRAM

The Classical Studies Program is designed to offer a broad, rigorous general education based on the careful study of fundamental Classical works of history, philosophy and literature. The interdisciplinary nature of the study is reflected by a teaching staff which includes faculty in the departments of Classics, Philosophy, Political Science, English, American Literature, Religion, and Art.

Honors: B average or better in courses taken for the major *and* B+ or better in Senior Seminar and in General Examination *(Note: A student who does an optional Senior Essay or Independent Project may offer that grade in lieu of the grade on either 420 or 701 for the calculation of departmental honors.)*

Required for the major in Classical Studies:

A. 1. CL 150 The Ancient Epic
2. CL 131 History of Greece *or*
CL 132 History of Rome
3. CL 152 Greek Tragedy *or*
CL 175 Greek Philosophy

B. Five courses in Classical Studies chosen from the following:

CL 121 Classical Tradition of Liberal Arts and Sciences
CL 131 History of Classical Greece
CL 132 History of Rome
CL 152 Greek Tragedy
CL 175 Greek Philosophy
CL 332 Problems in Ancient History
CL 450 History of Classical Literature
AR 311 Ancient Art
AR 312 Roman Art
EL 227 Greek Comedy
PA 201 Aristotle
PS 317 Classical Political Philosophy
PS 409 Seminar in Political Philosophy
RE 110 Foundations of Western Religious Life and Thought

C. Four courses in Greek or four courses in Latin chosen from:

CL 101 Beginning Latin
CL 202 Intermediate Latin
CL 103 Beginning Greek
CL 204 Intermediate Greek
CL 301 Latin Prose
CL 302 Latin Poetry
CL 303 Greek Prose
CL 304 Greek Poetry
CL 401 Readings in Latin Literature I
CL 402 Readings in Latin Literature II
CL 403 Readings in Greek Literature I
CL 404 Readings in Greek Literature II
CL 500 Advanced Readings in Latin
CL 501 Advanced Readings in Greek

D. CL 420 Seminar in Classical Literature

E. CL 701 General Examination

Optional: CL 700, Senior Essay (Fall/Winter or Winter/Spring) CL 505, Independent Senior Project (Fall or Spring)

(Note: Students who wish to do an optional Senior Essay or Independent Senior Project must secure the sponsorship of a faculty advisor in the semester before the Essay or Project is to be undertaken.)

Note: For a complete description of the courses listed above, see listings under the appropriate department.

CLASSICS

Professor: Eve Adler (chair) *Assistant Professors*: Robert Schine, Marc Witkin *Visit-*

ing Assistant Professor: Thomas Hillman

The Classics Department's core of courses in English offers an introduction to the major works of Classical literature, history and philosophy. Intensive introductory courses in Greek, Latin and Hebrew prepare students rapidly for reading in the Classical languages; advanced courses are devoted to the close study of literary, philosophical and historical texts.

Required for the major in Classics: 10 courses in Greek and Latin (normally 6 in one language and 4 in the other), including one Senior Seminar (CL 420); 3 courses in Classics in translation chosen with departmental approval; CL 706 (General Examination).

Optional: CL 705, Senior Essay (Fall/Winter or Winter/Spring); CL 505, Independent Senior Project (Fall or Spring). (Note: Students who wish to do an optional Senior Essay or Independent Senior Project must secure the sponsorship of a faculty advisor in the semester before the Essay or Project is to be undertaken.)

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar *and* in General Examination.

(Note: A student who does an optional Senior Essay or Independent Senior Project may offer that grade in lieu of the grade on either 420 or 706 for the calculation of departmental honors.)

COURSES IN ENGLISH

CL 121 The Classical Tradition of the Liberal Arts and Sciences Spring

From what and for what is liberal education supposed to liberate people? A study of works promoting the claims of poetry, philosophy, rhetoric, theology and natural science to be the "queen of the liberal arts and sciences" and thus the key to liberty. Works by Plato, Cicero, Augustine and Bacon. Ms. Adler

CL/HI 131 History of Classical Greece Fall

A survey of Greek history from Homer to the Hellenistic Period, based primarily on a close reading of ancient sources in translation—literature, historiography, inscriptions. Students will also read selections from important and provocative works of scholarship in exploring such issues as the changes in Greek self-definition through different historical periods, the emergence of the polis and the similarities and differences among Greek political systems, the nature of Greek imperialism, Greek rationality and irrationality in public life, the role of the individual in certain major events, the source and magnitude of the Greek creative achievement.

Mr. Hillman

[CL/HI 132 History of Rome]

CL 150 The Ancient Epic Fall

The course will concentrate on the epic poets' contending teachings about human greatness and human happiness: What is the character of human strivings after glory and immortality? Is the true domain of heroism to be found in war, in love, in philosophic contemplation or in political rule? Texts: Homer, *Iliad* and *Odyssey*; Lucretius, *On the Nature of Things*; Vergil, *Aeneid; Epic of Gilgamesh*. Ms. Adler

CL 152 Greek Tragedy Spring

A survey of selected tragedies of Aeschylus, Sophocles and Euripides. The problem of freedom and law at issue in tragedy's dual interpretation of the Trojan War and of contemporary Athenian imperialism will be elaborated by additional readings from Homer and Thucydides. The course asks why in a democratic city at the head of a tyrannical empire the supreme expression of the problem of self- government should be the dramatic representation of a vanished heroic kingship.

Mr. Witkin

CL 175 Greek Philosophy Fall

The course attempts to comprehend the contemporary crisis of the human sciences by returning to the first manifestation of that crisis in Greek antiquity. The possiblility that knowledge of "nature" is the ground for self-knowledge and for the rational validation of men's highest aims is traced from the pre-Socratics through Plato and Aristotle. Particular attention is paid to the problem that the discovery of nature must take place within the political horizon, hence to the question why Socrates made the crucial turn from the study of natural phenomena to man.

Mr. Witkin

[CL/AR 325 Rome of the Caesars, Rome of the Popes]

CL/HI 338 Problems in Ancient History Spring

Topic to be announced.

Mr. Hillman

CL 450 History of Classical Literature (In Translation) Fall

A comprehensive overview of the major literary, historical and philosophical works of Greece and Rome. Designed for students with some background in Greek and Roman literature, history or philosophy. Mr. Witkin

GREEK

[CL 103 Beginning Greek]

[CL 204 Intermediate Greek]

CL 303 Greek Prose Fall

Readings in major authors. Staff

CL 304 Greek Poetry Spring

Readings in major authors. Staff

[CL 403 Readings in Greek Literature I]

CL 404 Readings in Greek Literature II Spring Staff

CL 501 Advanced Readings in Greek Fall, Spring

Major poets and prose authors. Staff

LATIN

CL 101 Beginning Latin Winter

Intensive introduction to the rudiments of Classical Latin, for beginners. The aim of the course is to prepare students to read the major authors of Roman literature. Mr. Witkin, Mr. Hillman

CL 202 Intermediate Latin Spring

A continuation of CL 101. Completes the rudiments of Latin grammar and introduces students to intensive reading selected from such authors as Cicero, Ovid, New Testament. Ms. Adler

[CL 301 Latin Prose]

[CL 302 Latin Poetry]

CL 401 Readings in Latin Literature I Fall

Readings in major authors. Staff

CL 402 Readings in Latin Literature II Spring

Readings in major authors. Staff

CL 500 Advanced Readings in Latin Fall, Spring

Readings in major authors. Staff

HEBREW

CL 105 Introduction to Hebrew Winter

A beginning course in the rudiments of the Hebrew language which prepares students for close study of the Hebrew Bible and later Hebrew literature. It will also provide a foundation for spoken Hebrew. Mr. Schine

CL 206 Intermediate Hebrew Spring

A continuation of the Winter Term course "Beginning Hebrew." Stresses mastery of Hebrew grammar and selected readings from the Hebrew Bible. (CL 105 or equivalent) Mr. Schine

[CL 305 Readings in the Hebrew Bible I]

[CL 306 Readings in the Hebrew Bible II]

CL 405 Advanced Hebrew Studies I Fall

Readings in Hebrew texts. (CL 306 or equivalent) Staff

CL 406 Advanced Hebrew Studies Fall, Spring

Readings in Hebrew texts. (CL 306 or equivalent) Staff

SENIOR COURSES

CL 420 Seminar in Classical Literature Spring Staff

CL 505 Independent Senior Project Fall, Spring Staff

CL 700 Senior Essay for Classical Studies Majors Fall, Spring Staff

CL 701 General Examination for Classical Studies Majors Fall Staff

CL 705 Senior Essay for Classics Majors Fall, Spring Staff

CL 706 General Examination for Classics Majors Fall

COMPUTER SCIENCE

The program in Computer Science at Middlebury is designed with the goal of providing a solid foundation in computer science. This goal is met by a wide variety of course offerings in the Department of Mathematics and Computer Science. Middlebury College now offers both concentrations in computer science and a major in computer science in the Department of Mathematics and Computer Science.

Detailed descriptions of courses appear in the course listings for the Department of Mathematics and Computer Science. It is expected that students desiring a single course which provides a broad overview of computing and computers will elect MA 103. Students desiring an in-depth knowledge of computers and programming methodology, or those who wish to fulfill a concentration or major in computer science, will elect CX 213.

Concentrations: A number of concentrations have been designed in the computer science area. Most begin with CX 213 and CX 214. These courses together provide a thorough understanding of important concepts and methods in computer science. The third and fourth courses in a computer science concentration may be taken from any of several related areas, and are designed to introduce the student to one of many areas of computer science or its applications. These courses include MA 200, MA 310, MA 311, MA 315, MA 318, as well as the following computer science courses: CX 322, CX 326, CX 328, CX 341, CX 343, CX 345, CX 421 and CX 423.

Major: The Department of Mathematics and Computer Science offers a major in computer science. Students who elect this major take an introductory sequence of core courses and a variety of upper level electives balanced among systems, theory and applications, and do their senior work in computer science. Students should consult the catalog listings for Department of Mathematics and Computer Science for further details.

PROGRAM IN EAST ASIAN STUDIES

Participating Faculty: David Rosenberg, (chair, Political Science), Ellen Basu (Sociology/Anthropology), John Berninghausen (Chinese Language/Literature), Catherine Campbell (Chinese Language/Literature), Carole Cavanaugh (Japanese Language/Literature), Gregory Chiang (Chinese Language/Literature), Nicholas Clifford (History), Janamitra Devan (Economics), John Keenan (Religion), Jen-mei Ma (Chinese Language/Literature/East Asian Art), Hiroshi Miyaji (Philosophy and Culture), Nobuo Ogawa (Japanese Language/Linguistics), Cynthia Packert (Art), Sunder Ramaswamy (Economics), Kyoko Takashi (Japanese Language/Linguistics), Neil Waters (History), Don Wyatt (History), Clara Yu (Chinese Language/Literature).

The East Asian Studies major is designed for those students who wish to undertake an inter-disciplinary approach to this region of great historical and contemporary importance. The term "East Asia" refers to China, Japan and Korea, and the program covers the common cultural heritage of the region. The course of study required by this program is grounded in at least three years of Chinese or Japanese language studies and includes courses to be taken in several different departments which will explore connections among art and literature, history, intellectual heritage, social organization, contemporary social, political, or economic issues, and cultural values of East Asian peoples.

Requirements for an East Asian Studies Major: The East Asian Studies major will be expected to acquire basic language proficiency, oral and written, in either modern Chinese or Japanese. Coursework in spoken and written Chinese and Japanese may be taken at Middlebury during the regular academic year and in the Middlebury summer intensive program. In most cases, some language study at the level of CS 302 or JA 302 or above is taken at certain authorized language training programs or centers in Japan, Taiwan, or the People's Republic of China.

Each EAS major is expected to select a probable senior thesis or project advisor and disciplinary approach to be used in the thesis or project prior to going abroad and no later than the fall of junior year. This choice of the advisor from the participating faculty members in the program and of proposed course of study *must be discussed with the program chair.*

In this program, departmental Honors for majors will be awarded as follows: *Honors* for a thesis graded B+ or higher

with at least a 3.3 average in all EAS courses, *High Honors* for a thesis graded A– or A with at least a 3.55 average in all EAS courses, *Highest Honors* for an A thesis with at least a 3.7 average in EAS courses.

PROGRAM OF STUDY

Each East Asian Studies major will take a total of seven courses from the following list. Other courses may, with the permission of the program chair, be counted toward the major. (Please note that the list is subject to periodic revision.)

Among the seven courses, three are required of all majors:

1. HI 331 Imperial China

2. HI 335 Traditional Japan

3. To prepare for senior work, all majors are required to take an intermediate methods course in a discipline, such as AR 400, CS 260, HI 418, HI 419, HI 426, HI 427, JA 426, PS 300, SA 301, SA 302 or EA 500 prior to the senior year. When a methods course is not available, the student will enroll in EA 500 and work under the supervision of the future thesis advisor and the program chair. Work done in EA 500 may not be directly connected to the future thesis topic.

The fourth course will be EA 600 Senior Project or EA 700 Senior Thesis.

The fifth course must deal with the modern period.

The sixth and seventh courses must be selected from the list below.

AR 103	Introduction to Asian Art
AR 222	Buddhist Art
AR 313	Masterpieces of Japanese Painting
AR 317	Masterpieces of Chinese Painting
CS 130	Masterworks of Chinese Literature and Civilization
CS 216	Traditional Chinese Fiction in Translation
CS 220	Women in Modern Chinese Fiction in Translation
CS 225	Classical Chinese Poetry in Translation
CS/LS 260	Introduction to Literary Theory and Criticism
CS 400	Advanced Readings, Conversation and Writing (Modern Chinese)
CS 401	Classical Chinese: Introduction to Wenyan (in Chinese)
CS 402	Classical Chinese: Introduction to Wenyan (in Chinese)
CS 475	Senior Seminar in Chinese Fiction (in Chinese)
EC 416	International Business
EC 426	Economic Development of Asia
HI 211	Early East Asia
HI 212	Modern East Asia
HI 331	Imperial China
HI 332	Modern China
HI 333	Chinese Intellectual History
HI 334	The Rulers of China
HI 335	Traditional Japan
HI 336	Modern Japan
HI 409	Rebellion and Revolution in Modern China
HI 418	U.S. – Japan Relations
HI 419	Pearl Harbor and Hiroshima
HI 426	Writing and Research, East Asia
HI 427	Writing and Research, Japan
JA 216	Traditional Japanese Literature in Translation
JA 220	The Novel and Novelist in Modern Japan
JA 226	Japanese Fiction: Image and Idiom
JA 426	Approaches to Japanese Literary Criticism
PA 253	Confucianism and the Confucian Tradition in East Asia
PA 256	Topics in Japanese Philosophy
PS 220	Asian Politics
PS 430	Seminar on the United States and Asia
RE 115	Introduction to Eastern Religious Thought
RE 210	The Buddhist Tradition in India
RE 211	The Buddhist Tradition in Korea and Japan
RE 212	Chinese Religions

RE 214	The Tantric Tradition: India, Tibet, China, Japan
RE 311	Seminar in Buddhist Philosophy
SA 335	Chinese Society and Culture

Language Study: The East Asian major will complete a total of six regular credits – one winter term credit in the Chinese or Japanese language training program (listed below) preparatory to direct cultural experience and intensive language training in an approved structured program in Japan, Taiwan, or the People's Republic of China. For Chinese language students, the overseas language and cultural course work should earn either three or four credits depending upon whether the student goes for a single regular term or a regular term and a winter term. It is possible to earn seven credits for three quarters of successful advanced language study completed at the Inter–University Program for Chinese Language Studies in Taipei, Taiwan. Chinese students at other programs may, upon returning from overseas, be given a test to determine the number of credits to be awarded.

Japanese students are encouraged to spend the full junior year doing language study and cultural work in an approved program in Japan. Nine credits will be awarded for successful completion of such a program.

Overseas study for Middlebury credit is usually restricted to the junior year, but exceptions are sometimes made for seniors. The foreign study requirement may be waived with the permission of the program chair and Middlebury courses substituted.

Those who study Chinese or Japanese at Middlebury Summer Language Schools earn three credits.

CHINESE LANGUAGE COURSES

CS 101–102–103
Beginning Chinese
Fall, Winter, Spring

CS 201–202
Intermediate Chinese
Fall, Spring

CS 301–302
Advanced Chinese
Fall, Spring

plus other language credits earned in East Asia.

JAPANESE LANGUAGE COURSES

JA 101 – 102 – 103
Beginning Japanese
Fall,Winter, Spring

JA 201–202
Intermediate Japanese
Fall, Spring

JA 301–302
Advanced Japanese
Fall Spring

plus other language credits earned in Japan.

Senior Thesis or Project: During the first month of the fall semester, each East Asian Studies senior will submit a proposal of a thesis topic or project (in consultation with the thesis or project advisor). The topic seeks to explore one central problem or question within a closely defined scope and limited area/time period/methodological framework. In most cases, some primary or secondary sources in an East Asian Language are to be covered in the thesis. Students will enroll in EA 700 in the fall and winter of the senior year for the writing of their theses. The senior project can be a substantive annotated translation or essay. Students who engage in a senior project will take one upper level EAS course by the end of the fall *with the approval of the program chair* and enroll in EA 600 to complete the project in the winter of the senior year. At least one completed copy of the senior thesis or project is to be submitted to the program chair no later than noon on the last Friday of Winter Term. A thesis that is submitted late will not be eligible for Honors.

ECONOMICS

Fred C. Dirks Professor of Economics and Political Science: Michael P. Claudon *Christian A. Johnson Distinguished Professor of Economics*: David C. Colander (on leave all year) *Hepburn Professor of Economics*: David E. Horlacher *Professors*: Richard R. Cornwall (Chair), Paul M. Sommers, John Weeks *Assistant Professors*: Janamitra Devan, Neil Leary (on leave all year), Daniel E. Nolle, Catherine M. Sokil (on leave all year), Sunder Ramaswamy, Phanindra V. Wunnava *Visiting Assistant*

Professors: Thomas A. Carr, William E. Gaynor *Part–time Lecturer*: Joanna Wayland Woos

1. THE MAJOR

The Economics major consists of four sequences.

Introductory Sequence: EC 150, EC 155 and MA 112. Neither EC 150 nor EC 155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra and geometry.

NOTE: No student who receives a grade below C– in either EC 150 or EC 155 will be admitted into the Intermediate Theory Sequence without permission.

Quantitative Sequence: EC 210 and EC 211. Students must pass EC 210 with at least a C– to be admitted to EC 211 without permission. MA 105 is particularly good preparation for EC 210.

Intermediate Theory Sequence: EC 350 and EC 355. MA 112 is a prerequisite for EC 355 and EC 350.

NOTE: It is important, especially for those planning to study abroad, that these three sequences be completed by the end of the fall term, junior year.

Elective Sequence: At least four electives, two of which must be at the "400" level. One 400–level course must be completed at Middlebury. Note: EC 800 does not substitute for a 400–level course.

Students majoring in economics *cannot* count all three of the courses EC 340, EC 440 and EC 445 or all three of the courses EC 230, EC 330 and EC 430, nor can they count both EC 425 and EC 426, towards the minimum of 10 required courses.

Honors: Seniors interested in earning Honors in economics may choose between two options: the Independent Research Option or the Senior Honors Thesis Seminar Option. Normally, honors candidates have completed the three nonelective sequences by the beginning of the fall term, senior year. Detailed descriptions and requirements of the two options are available from the department upon request.

Honors for Joint Majors: Students completing a joint major in economics and a related discipline who aspire to earn Honors in economics must either (i) complete EC 800 Senior Research for Honors in addition to the other joint major requirements or (ii) complete the related department's senior thesis program. Honors candidates choosing option (ii) are required to (a) find an advisor in the Economics Department, (b) submit a final copy of the thesis to the coordinator of EC 800 on the due date set for students in EC 800 and (c) defend the thesis during a seminar presentation in the Economics Department. Candidates choosing either option must meet the minimum grade requirements for Honors in economics: a B average (grade point of 3.0 on the 4 point scale) in courses taken from the joint major and a B+ on the thesis.

International Major: MA 112, EC 150, EC 155, EC 210, EC 211, EC 350, EC 355 and four electives, one of which must be a 400–level course at Middlebury. The 400–level course at Middlebury should be based on study abroad. Courses completed abroad can consist of two electives (the equivalent of an Economics 300– or 400–level course). For an elective taken abroad to count at the 400–level the student must pass the year–end exam and complete a significant independent research paper for the course.

See also section on International Politics and Economics Major

II. POST–GRADUATE PREPARATION

Persons considering graduate programs in economics are urged to complete the first three sequences plus EC 311 and either MA 315 or MA 318. Majors considering graduate programs in economics are strongly advised to do a mathematics concentration.

Because of the widespread use of computers in both M.B.A. and Ph.D. programs, majors should become familiar with computer programming by completing MA 103 and preferably CX 213, and are strongly advised to take EC 311.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 005 Voices Across Social Groups: How Do We Talk to Each Other? Fall
Mr. Cornwall

EC 150 Introductory Economics (Macro) (CW) Fall, Spring

An introduction to the analysis of such macro–economic problems as inflation, employment levels, the role of money, taxation and spending, and resource use and conservation. (Working knowledge of algebra) (One section offered in the Fall satisfies the College Writing requirement.)

Staff

EC 155 Introductory Economics (Micro) (CW) Fall, Spring

An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply, market structures from competitive to oligopolistic, the distribution of income, and public policy options bearing on these problems. (Working knowledge of algebra) (One section offered in the Spring satisfies the College Writing requirement.)

Staff

EC 210 Economic Statistics Fall

Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, estimation, hypothesis testing and contingency table analysis. A weekly one–hour lab is part of this course in addition to three hours of class meetings per week.

Mr. Sommers

EC 211 Introduction to Regression Analysis Spring

In this course regression analysis is introduced. The major focus is on quantifying relationships between economic variables. Multiple regression identifies the effect of several exogenous variables on an endogenous variable. After exploring the classical regression model, fundamental assumptions underlying this model will be relaxed and further new techniques will be introduced. Methods for testing hypotheses about the regression coefficients are developed throughout the course. Both theoretical principles and practical applications will be emphasized. The course goal is for each student to competently employ regression analysis as a research tool and to justify and defend the techniques used. (EC 210) Mr. Wunnava

EC 230 The Soviet Economy

Spring

This course explores the setting, origins, operation and performance of the Soviet economy to understand *perestroika* and its potential impact on the USSR and the rest of the world. First, we contrast the allocation of resources and economic performance in the Soviet centrally planned economy with market economies in theory and practice. Next, we examine the motivations for economic reform in the Soviet economy's performance record. Finally, we analyze the effects of economic reform measures introduced to date and the potential effects of those slated for the future. (EC 150 or EC 155 or permission)

Staff

EC 310 Economics of Investing in Securities Spring

This course looks at the perils and promises for investors in financial securities. We explore the range of securities currently available to investors and the wisdom offered by economics on various investment strategies. Theories of choice under uncertainty, portfolio theory and beta analysis are developed. (EC 150, EC 155.) Ms. Woos

EC 311 Applied Econometrics

Fall

This course is designed to further students' understanding of parameter estimation, inference and hypothesis testing for single and multiple equation systems. Emphasis will be placed on specification, estimation and testing of micro/macro econometric models and using such models for policy analysis and forecasting. Large cross–sectional as well as panel data sets will be used for estimation purposes. (EC 211) Mr. Wunnava

EC 316 Corporate Finance Fall

A study of corporate decision–making in the area of finance and accounting. The course will cover the conceptual framework of the firm's investment and financing decisions; includes capital–budgeting, time value of money and analysis of balance sheets and income statements. Other issues that will be covered include business ethics, specialized topics in lease vs. buy decisions and a general introduction to marketing. (EC 150, EC 155 and EC 210) Mr. Devan

EC 325 Economic Development, Theory and Practice

Spring

The process of economic growth and development is studied from theoretical and historical perspectives. Topics include basic growth theory, macroeconomic policy for developing countries, agricultural development, industrialization policy, poverty and distribution and structural adjustment policies and the debt burden. (EC 150 or EC 155)

Mr. Weeks

EC 328 Population Growth and the Global Future Spring

This course will show how economic analysis can be used to predict the impact of rapid population growth on younger generations, especially in Third World nations. It will assess the implications of this growth for sustainable global economic development, especially the protection of the environment. It will also assess the implications of population trends for closing the gaps between rich and poor within and among nations, especially for minorities, women, children and the elderly. The course will demonstrate how economic techniques, such as cost–benefit analysis, can be used to improve population policies and programs. (EC 155 or permission)

Mr. Horlacher

[EC 330 Comparative Economic Systems]

EC 340 International Economics: A Policy Approach Fall

This course examines both international commodity trade and international finance. After learning the fundamentals of international trade theory and the macroeconomics of open economies, students will take up policy issues such as open vs. protected international trade, international exchange rate policies, international consequences of national macroeconomic policies and those related to trade among countries at different levels of economic development. (EC 150 and EC 155)

Mr. Claudon

EC 350 Macroeconomic Theory Fall, Spring

Macroeconomic theory analyzes whether the market effectively coordinates individual's decisions so that they lead to acceptable results. It considers the effectiveness of monetary, fiscal and other policies in achieving desirable levels of unemployment, inflation and growth. The theories held by various schools of economic thought such as Keynesians, Monetarists and New Classicals are considered along with their proposed policies. (EC 150, EC 155 and MA 112) Staff

EC 355 Microeconomic Theory Fall, Spring

Microeconomic theory concentrates on the behavior of the household (the consumer) and the firm (the producer). The former underlies the theory of demand and the latter underlies the theory of supply. Together the theories of supply and demand help illumine contemporary economic problems (gasoline rationing, sex discrimination in the labor market, the food stamp program, cartelized industries, for example.) (MA 112 and EC 155)

Staff

EC 365 Environmental Economics Spring

Natural scientists can help us to understand the impacts on the environment of the residuals we discharge into the air and water, but decisions to treat or reduce the discharges of residuals are ultimately economic decisions about the best uses of society's resources. Economic theory will be applied to the problems of choosing the optimal amounts of resources to devote to reducing discharges and to devising regulatory strategies that will help achieve environmental quality goals at least cost. (EC 155) Mr. Carr

[EC 375 Money, Banking and Financial Markets]

[EC 395 Introduction to Mathematical Economics]

EC 416 International Business Spring

An analysis of the economic environment of overseas operations and differing governmental policies and cultural environments that affect international business. This course examines how certain dimensions in international business, such as Foreign Direct Investments, Forex Markets and Economic Integration, affect the management of trans–national enterprises. The analysis will focus on specific regions, such as the EEC or ASEAN or the Newly Industrializing Countries (NIC's) of Latin America or the Pacific Rim. The focus for the spring semester will be ASEAN. (EC 316 or EC 350 or permission)

Mr. Devan

EC 425 Seminar in Economic Development Fall

This seminar deals with major issues affecting the economic development of low and middle–income countries, focusing on a specific area, such as Latin America or Africa. Among the issues covered within the regional focus are the causes of underdevelopment (including dependency and Ricardian Marxian approaches), colonialism, integration into the world market, the debt crisis, and policies of macroeconomic adjustment (including the role of the IMF and World Bank). (EC 325 or EC 350 or EC 355) Mr. Weeks

EC 426 Economic Development of Asia Fall

This seminar will survey the economic history of Asian economies and will study cases of Asian economic development. Emphasis is on the modernization of the region in the post colonial era and is treated in a broad political economy context. Issues concerning agriculture, poverty, industrialization, liberalization, gender, political and social pluralism in these economies will be studied. Alternative paradigms and theories pertaining to Asian development will be analyzed and experiences compared with the prosperous ASEAN countries. The role of the World Bank and IMF in aiding development in these countries is critically examined. (EC 325, EC 350 or permission)

Mr. Ramaswamy

EC 430 Comparative Reform in Planned Economies Spring

This seminar will explore the economic transition underway in Eastern Europe and the USSR. We will analyze the Soviet–type centrally planned economic system which served as the postwar model for Eastern Europe and the divergent attempts to reform it, contrasting the Yugoslav, Hungarian and East German models. Next, we explore changes in the economic systems of Eastern Europe made possible by the "revolutions" of 1989. Specific topics include: direction of political vs. economic reforms; role of markets; privatization schemes; joint ventures; and integration into the global economy. (EC 355 or EC 330 or permission) Staff

EC 440 The Economics of International Trade Fall

A study of the causes of trade between nations, and its consequences for economic well–being and the allocation of resources. Trade policies in advanced and poor countries will be analyzed, as well as the interrelationship between trade and economic growth. (EC 355) Staff

EC 445 International Finance Spring

An analysis of the world's financial system and the consequences for open economies of macroeconomic interdependence. Particular topics include exchange rate determination, balance of payments adjustments, and monetary and fiscal policies in open economies. Special attention is paid to the strategies and problems associated with financial liberalization and debt in developing countries. (EC 350) Staff

[EC 450 History of Economic Thought]

[EC 455 Industrial Strategies]

[EC 460 Industrial Organization and Public Policy]

EC 465 Special Topics in Environmental Economics Fall

This seminar explores topics related to environmental and natural resource management. The current seminar will focus on the new emissions trading program for acid rain, global warming, tropical rain forest destruction, the economics of preservation of wilderness areas and ecosystems, and recycling. Topics will vary from year to year. (EC 355 is required; EC 365 is suggested but not required.) Mr. Carr

[EC 470 Public Finance]

EC 475 Monetary Theory and Financial Institutions Fall

This course follows up EC 350 and further develops macroeconomic theory. Topics may include the role and productivity of money in the economy, free banking, evaluation of the Federal Reserve System, the changing regulatory structure in U.S. financial markets, and episodes in U.S. monetary history, including the post–Civil War era and the Great Depression. Actual topics discussed will vary from year to year. (EC 350) Staff

EC 480 Labor Economics Fall

The purpose of this course is to gain insight into life cycle aspects of modern labor economics. We begin with the development of static labor supply and demand, then develop the tools of decisions made in a dynamic life cycle framework to understand earnings within the labor market. After this process, we shall focus on earnings distribution, occupational distribution and other important labor market phenomena. In addition, life cycle union effects are studied. (EC 211 and EC 355 or permission) Staff

EC 482 The Future of the Workplace Spring

The educational, ethnic, sexual and age compositions of the American workforce are changing dramatically. How well do markets match worker desires with employer constraints and trade–offs? Are discrimination and inequality diminished or reinforced by markets? Models of the workplace used in economic theory, social psychology and sociology will be explored for their usefulness in econometrics and in analyzing historical cases. Each participant will conduct an econometric

and/or case study (i.e., simulate being the decision-maker) for actual business problems in the operation of workplaces. (EC 211 and EC 355) Mr. Cornwall

EC 485 Inequality and Poverty Spring

This is a survey course of topics concerning the distribution of income and wealth in a mixed capitalist economy such as the United States. Topics covered will include most of the following: facts of the distribution of income and wealth, Markov chain and other models of social mobility, wealth inequality and taxation, negative income taxation and related antipoverty policies, human capital analysis and minimum wages. (EC 210 and EC 355 or permission) Mr. Sommers

EC 498 Seminar in Economic Issues Spring

What are the effects of economic development on the economic and social status of women? Are calls for improving the opportunities for women merely a matter of human justice, or does it mean that development cannot be sustained in the absence of such measures? Issues concerning women's informal and formal participation in the economic sphere will be analyzed in detail. The role of development agencies in this regard will be assessed. Students will participate in the Middlebury Conference on Economic Issues which will focus on women and development. (EC 325, EC 350, EC 355 or permission) Mr. Ramaswamy

EC 500 Individual Special Project Fall, Spring

(Permission, see *Handbook*) Staff

EC 800 Senior Research for Honors Fall, Winter

(Permission) Staff

See also International Politics and Economics.

ENGLISH

Professors: John Bertolini (on leave Fall and Winter terms), John Elder, Robert Hill, David Littlefield, Edward Martin (chair), Robert Pack, Jay Parini, David Price, John Wilders (fall and winter terms) *Associate Professors:* Julia Alvarez (on leave Winter and Spring terms), Terry Hummer, Gary Margolis (part-time), Elizabeth Napier *Assistant Professors:* Cates Baldridge, Alison Byerly, Nancy Comer, Diana Henderson, Kathleen Skubikowski (part-time), Don Mitchell (part-time), Ron Powers (part-time).

Because of the varied nature of the Department's offerings, courses are differentiated by their second and third digits in the following manner:

Literature (00–19)
Dramatic Literature (20–39)
Writing (60–79)

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 024 Dreams, Nightmares and Poetry Fall
Mr. Price

FS 025 Directive: The Landscape of a Poem Fall
Mr. Elder

FS 026 Poetry and The Unconscious Mind Fall
Mr. Pack

FS 027 Stories About Women Fall
Ms. Henderson

FS 057 Beginning College Writing and Reading Poems Spring
Mr. Margolis

COLLEGE WRITING PROGRAM

EL 204, 107, 160, and 173 all satisfy the College Writing Requirement.

See descriptions below under "Literature" and "Writing" courses that are designated (CW).

MAJOR PROGRAM

Required for a major in English are (1) Interpretation of Literature: EL 203 and EL 204; (2) Distribution Courses: four courses in literature, one chosen from each of the following groups: (I) EL 300, 301, 302, 303, 304, 224; (II) EL 206, 304, 305, 306; EL/LS 308; (III) EL 207, 213, 314, AL 202, AL 301; (IV) EL 208, 309, 312, 229, 230, AL 302, AL 307; (3) Shakespeare (EL 225, 321, 421); (4) a Field (five courses, one of which is a seminar, in drama, novel, poetry, creative writing, or a Field defined by the stu-

dent and approved by the Department); (5) the Senior Program.

Fields: A Field is a minimum of four courses informed by a coherent principle plus a seminar in a subject appropriate for the field. Up to two of the same courses – but no more than two – may be used to fill both Distribution and Field requirements:

Drama: (1) EL 227 or CL 152; (2) EL 111 or EL 224 or EL 306 or EL/LS 308; (3) EL 321 or EL 225; (4) EL 229 or EL 230 or an approved TH course or a drama course in a department other than English; (5) a seminar.

Novel: (1) EL 206; (2) EL 207 or EL 314; (3) EL 208; (4) AL 301 or AL 302 or EL/AL 309 or an approved fiction course in a department other than English; (5) a seminar.

Poetry: The Lyric Tradition: (1) EL 173 or EL 203; (2) EL 303 or EL 304; (3) EL 213 or EL 314; (4) EL/AL 312 or AL 307 or a poetry course in a department other than English; (5) a seminar.

Creative Writing – Poetry: (1) EL 173; (2) EL 275; (3) and (4) two of: EL/AL 312, EL 213, EL 314, AL 307; (5) a seminar.

Creative Writing – Fiction and Nonfiction: (1) EL 107 or EL 160 or E L 173; (2) EL 260 or EL 270; (3) and (4) two of: EL 206, EL 207, EL 314, EL/AL 113, EL 114, EL 208, EL/AL 309, AL 301, AL 302, EL 360 or (5) a seminar. Where appropriate, TH courses in Playwrighting and Screenwriting may be substituted.

Majors seeking to define Fields may, in consultation with their advisors, propose to the chair alternative Fields or different courses within the five Fields listed above. For example, some literature courses in foreign languages and in classics may be substituted for courses in drama, novel and poetry as long as the coherence of the Field is maintained. Areas within which Fields can be defined are, for example, the Literature of Nature, Pastoral Literature, and intensive studies of periods and cultures (such as Renaissance, eighteenth century, nineteenth century), with courses in history, art, music included. Those seeking to define "joint" majors with English and another department may, through the way the Field is defined, be able to meet all of the requirements for the major in English, and thus may wish to consider a double rather than a joint major.

A student entering the major should discuss a plan for the entire major program with his/her advisor. It should be noted that most distribution courses will not be offered every year: in Groups I, II, and III there will normally be two each year and in group IV normally there will be four. Enrollments in Distribution courses may be limited; therefore, it may not always be possible for a student to take a particular course in the year of his/her first choice. Seniors, then Juniors, have priority for places.

Seminar topics will change from year to year. In general, two factors are important; the seminar elected should be an appropriate enhancement of the rationale for the Field, but it may not always be possible for a student to enroll in the seminar of his/her first choice.

SENIOR PROGRAM

The Senior Program includes the required Winter Term Program (EL 705) and an optional one–term Essay or a two–term Thesis (EL 700 or 710.) Normally seniors register for one unit of EL 700 or 710 in the fall term and register for the Winter Term Program (EL 705) in the winter term. Students undertaking two–term theses normally complete them during spring term.

Students who plan on attending graduate school in literature are advised to include at least a broad representation of American literature in their course selections (for example, several of AL 201, 203, 204, AL 307 or EL/AL 312, EL/AL 309); LS 705, Senior Colloquium in Literary Studies is also an appropriate selection, and can be used to fill the seminar requirement for the English major.

Departmental honors will be determined on the basis of course grades, essay or thesis grade, and the Winter Term Program grade. For Honors in any of the three categories (Honors, High Honors, Highest Honors), College rules specify a minimum average of B in course grades and a minimum grade of B on the Essay or Thesis. To qualify for Highest Honors the Department requires a minimum of B+ in each of the three areas (course–grades average, thesis or essay, and the Winter Term Senior Program). In determining the numerical average of course grades all courses designated EL will be counted as will all other Middlebury courses which fulfill requirements

for the major. Departmental minimum grade averages for each level of honors are:

Highest Honors:	A+
High Honors:	A or A–
Honors:	B+

The Winter Term Senior Program is an intensive comprehensive course (EL 705) that evaluates literary knowledge and sensibility through both written and oral components. Every year five or six faculty will have responsibility for designing a course with shared and common experiences for all Seniors and staff. While the format may change, each year the course will exercise and test skills of close reading, analysis, and comparison. Students will be asked to consider connections and influences as well as generic (or formal), thematic, and theoretical perspectives. The Winter Term Reading List will vary with each new format, and will be given to majors in their junior year. Each year's list will include selections from Chaucer, Shakespeare, and Milton, as well as eight to ten other works or authors to be read or reread by the beginning of Winter Term. Students can expect to have read some, but not necessarily all, of these works in courses. The Winter Term staff may choose to add a book or two at the beginning of Winter Term; these additions may be drawn from literature, criticism, or philosophy.

The Winter Term course is required for completion of the major.

Normally, essays and theses are critical studies of some aspect of an author's work, but students who have completed EL 360 may petition to undertake a creative writing project. Each senior is assigned to a faculty member for guidance on the essay or thesis.

Fall term and Spring term Senior Essays must be submitted no later than the last day of classes. Late essays will receive a grade no higher than C. Senior theses (two–term writing programs and projects) must be submitted no later than the end of the second week of classes after spring recess, or no later than the end of the first week of classes following Thanksgiving recess. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No one is permitted to register for the second term in a thesis program unless he or she has accomplished and submitted a substantial amount of work during the first term.

GENERAL LITERATURE

These courses (110, 111, 112, 113, 114, 115, 116) are recommended for students not majoring in literature who wish to use English Department courses to meet the College Distribution Requirement in the Humanities Division.

[EL 110 Continental Fiction]

[EL 111 European Drama (III)]

EL 112 Mythologies Timeless and Timely, Traditional and Contemporary Spring

Analytic and comparative study of some of the basic stories, symbols, and archetypes which formed and continue to enliven the imaginative life of twentieth century western culture, including, among others, Homer's *Odyssey*, Sophocles' *Oedipus*, Ovid's *Metamorphoses*, selections from the Old and New Testaments, the works of Sigmund Freud and Carl Jung, and concluding with Stanley Kubrick's film, *2001: A Space Odyssey*.
Mr. Littlefield

EL/AL 113 Visions of Nature
Fall, Spring

English and American responses to nature over the past two centuries. Themes to be studied include the Romantic connection of autobiography with landscape, the development of a wilderness ethic from the re–evaluation of mountainous terrain, and the emergence of nature writing as a literary genre. Among the authors read will be Gilbert White, William Wordsworth, Dorothy Wordsworth, Ralph Waldo Emerson, Henry David Thoreau, John Muir, Mary Austin, Aldo Leopold, Elizabeth Bishop, A.R. Ammons, and Annie Dillard. In addition we will consider a variety of paintings and photographs by artists such as John Constable, Frederick Church, Georgia O'Keeffe, Ansel Adams and Eliot Porter. Ms. Byerly, Mr. Elder

EL 114 Reading Women's Writing Fall

Why and how do women write? Does literary history reveal distinctive styles, patterns and continuities in the works of female authors? We will begin to address these questions through our close reading of a wide variety of women's literature in English, including a sampling of poetry from the sixteenth to twentieth centuries, stories, and essays by Dinesen, Lessing, V. Woolf, Atwood and C. Wolf, and novels by Austen, C. Brontë, and Hurston. Secondary readings will reflect on the concept of gender as a central organizing principle.

Employing various methods of literary analysis, the course will address issues of interest to students in a wide range of disciplines, including philosophy, psychology, and history, as well as literature.

Ms. Coiner

[EL 115 Romance]

EL 116 Justice in an Indifferent Universe Spring

King Lear exhorts himself: "Expose thyself to feel what wretches feel,/ That thou mayst shake the superflux to them,/ And show the heavens more just." The works we will read depict a universe that is devoid of God or that represents God as inscrutable from a moral point of view, where meaning and value exist only by virtue of the human imagination. Does the moral imagination possess sufficient power to replace the traditional authority of a God of creation who also embodies purpose and justice? Readings include Genesis, Job, *King Lear*, with selections from Blake, Hardy, Frost, Kafka, Beckett, Darwin, Freud, Dawkins, and Heinz Pagels.

Mr. Pack

MAJOR PROGRAM–LITERATURE

The EL 203–204 sequence introduces students to skills of close reading and analytical writing, and in some depth to writers whose works are regarded as central to the English literary tradition.

Those intending to major in English are advised to complete the EL 203–204 sequence *before* they elect other courses above the 200 level. EL 204 is a writing intensive course that meets the College Writing (CW) requirement. EL 203 is prerequisite to EL 204.

EL 203 Interpretation of Literature Fall, Spring

The course seeks to develop skills for the close reading of literature through discussion of and writing about selected poems with some attention to drama and short fiction. Taught in small sections with frequent writing assignments. (Open to sophomores and first year students who have completed the First Year Student Seminar requirement, who intend to major in English, American Literature and Civilization, or Literary Studies; open to other students, space permitting.) This course does *not* fill the College Writing (CW) requirement.

Staff

EL 204 Chaucer, Shakespeare, Milton (CW) Fall, Spring

A course designed as a continuation of EL 203; students will study and discuss selections from Chaucer's *Canterbury Tales*, two of Shakespeare's plays and Milton's *Paradise Lost* in its entirety. (Prerequisite: EL 203.)

Staff

Courses below that fill departmental requirements are so indicated by the number of the group, (I, II, III, or IV) in parentheses, and (WS) for the Shakespeare requirement.

EL 206 Early English Novel (II) Spring

The development of the English novel in the eighteenth century. Novelists include Defoe, Richardson, Fielding, Sterne and Lewis.

Mrs. Napier

EL 207 Nineteenth Century English Novel (III)

Fall, Spring

Close analysis of form, theme and character in representative English novels of the nineteenth century. Among the novelists to be read are Austen, Dickens, Thackeray, Trollope, Gaskell, the Brontës, Eliot, and Hardy.

Mr. Hill, Ms. Byerly

EL 208 Twentieth Century English Novel (IV)

Fall, Spring

This course will focus on novelists of the first quarter of the twentieth century: Conrad, Joyce, Lawrence, Forster and Woolf. We will study the various ways in which each of these novelists sought to engage both the general problems of human life and experience thrust on us all by the unsettling conditions of the modern period, and how their differing experiments in form, structure, and style led to richly complex expressions of their doubts, fears, hopes and beliefs.

Mr. Baldridge, Ms. Byerly, Mr. Price

EL 213 English Romanticism (III)

Spring

Primary attention will be given to poetry and prose selected from the six major English Romantic poets: Blake, Coleridge, Wordsworth, Keats, Shelley and Byron.

Mr. Hill

EL 224 Medieval and Renaissance Drama (I) Fall

A study of Elizabethan and Jacobean dramaturgy as practiced by such masters of comedy and tragedy as Marlowe, Jonson, Shakespeare, and Webster, with medieval drama as a background.

Ms. Henderson

EL 225 Shakespeare's Comedies (WS) Fall

Close examination of selected scenes from *A Midsummer Night's Dream, The Merchant of Venice, Much Ado About Nothing, As You Like It, Twelfth Night* and *Measure for Measure.* Although the constituent parts of each play – construction, character, theme and language – will be considered, the major emphasis will be on the effects created in performance. Students will be expected to take part in readings, as at a rehearsal. Mr. Wilders

[EL 227 Greek Comedy]

EL 229 Modern British Drama 1890–1950 (IV) Spring

Analysis of the language, style, dramaturgy and meaning of plays by Wilde, O'Casey, Synge, Barrie, T.S. Eliot, Coward, Rattigan and G.B. Shaw, with emphasis on the development of form and ideas in the drama. Connections with British cinema will be made. Mr. Bertolini

[EL 230 Contemporary British Drama: 1950 to the Present (IV)]

[EL 300 Medieval Literature (I)]

[EL 301 Chaucer (I)]

EL 302 Medieval and Renaissance Narrative: Chaucer and Spenser (I) Spring

Narrative fictions written between the fourteenth and sixteenth centuries reflect their authors' profound ambivalence about the conflicting claims of romance and realism in matters of love, war, nature, and social control. In this course we will examine the interplay of romance and anti–romance elements in these fictions, primarily in the works of Chaucer *(Troilus and Criseyde,* selected *Canterbury Tales)* and Spenser *(The Faerie Queene).*

Ms. Coiner

[EL 303 Sixteenth Century English Literature]

EL 304 Seventeenth Century English Literature (II) Fall

Studies of the poetry of Donne, Jonson, Herbert, Herrick, Marvell, Milton, and several minor poets. A selection of poems will be examined in close detail and an attempt will be made to discover the distinctive achievement of each poet and the distinguishing characteristics of the poetry of this period generally. Mr. Littlefield

[EL 305 Eighteenth Century Poetry and Prose (II)]

[EL 306 Restoration Literature (II)]

[EL/LS 308 Seventeenth and Eighteenth Century English and European Drama (II)]

EL 309 Contemporary Literature (IV) Spring

This course will explore different genres in contemporary literature, especially the ways writers have dealt with the legacy of Modernism. Among novelists, we will read Bernard Malamud, Ann Beattie, John Updike, Italo Calvino, and Gabriel Garcia Marquez. The poets we will consider are Robert Penn Warren, Charles Wright, and Seamus Heaney. Representative contemporary theory will also be explored.

Mr. Parini

EL/AL 312 Modern Poetry (IV) Fall

Selected poems by Hardy, Yeats, Auden, Larkin, Frost, Robinson, Stevens, and Williams will be closely examined for their lyrical or narrative integrity with special attention to the abiding themes of desire, despair and affirmation. Mr. Pack

[EL 314 Post–Romantic Nineteenth Century Literature (III)]

EL 321 Shakespeare (WS) Fall, Spring

An intensive scrutiny of language, character and theme. Among the works to be considered are *A Midsummer Night's Dream, King Lear* and *The Winter's Tale.*

Mr. Elder, Ms. Henderson

SEMINARS

The process or *activity* of the seminar is as important as the subject: in each seminar there will be close analytical discussions of the reading, and those discussions will form the basis for extensive writing requirements. Seminars that fill Distribution requirements in the major in addition to Field requirements are so indicated.

Registration for the Seminar program is organized by a departmental committee before the normal registration period. Inquire at the department office for application procedures *at least one week before registration.* Students not majoring in English are welcome to apply, and are encouraged to do so. Students abroad, or studying elsewhere during junior year, should indicate their seminar preferences well in advance of each registration period, and should have someone register for them.

Courses that fill the English Department seminar requirement are listed be-

low. Several seminars offered by other departments and/or programs, when appropriate to the Field, may also be used to fill the seminar requirement.

EL 404 Seminar: David Lean's Films Spring

A close reading of twelve David Lean films, from his first feature *In Which We Serve*,through his various literary adaptations, such as *Oliver Twist* and *Great Expectations* (the novels which we will compare to the films), to the period of his spectacles, *Doctor Zhivago* and *Lawrence of Arabia*. We will focus on such issues of cinematic artistry as visual expressiveness, stylistic signature (recurring formal and thematic elements that mark Lean's films), and the relationship between literary source and film adaptation. (Please apply at department office.)

Mr. Bertolini

LS 705 Literary Studies Colloquium Fall

See Literary Studies listings for description. Mr. Donadio

EL 405 Seminar: Theories of, Limits to, Prospects for the Novel Spring

By pairing individual novels with contemporary theoretical works, this course will explore such questions as: Is any stable definition of "the novel" possible? Does "realism" have anything to do with "reality?" Does the novel inevitably promote middle–class political agendas? Does it make any sense to think of characters as "people?" What are the fundamental structures, unstated presuppositions, and unacknowledged effects of the dominant literary genre of the past two hundred years? Research papers, and oral presentations. (Please apply at department office.)

Mr. Baldridge

EL 407 Seminar: William Butler Yeats Fall

Extensive reading in most of Yeats' work with intensive study of selected poetry. Works to be read, or read in, outside the required reading of all the poetry will include: *The Autobiography, The Collected Plays, A Vision, Mythologies, Irish Fairy and Folk Tales* (ed. Yeats), *Ideas of Good and Evil, Discoveries, Per Amica Silentia Lunae, The Cutting of an Agate*. (Please apply at department office.) Mr. Hill

EL/AL 408 Steinbeck, Orwell and the Thirties Fall

Contrasts in the work of John Steinbeck and George Orwell, focusing on their highly individual but often comparable responses to the social problems of the 1930s, as well as social backgrounds and class issues. Steinbeck wrote a sequence of novels confronting issues relevant to working class people, including *Tortilla Flat, In Dubious Battle, Of Mice and Men*, and *The Grapes of Wrath*. Orwell, during the same years, wrote *Down and Out in Paris and London, The Road to Wigan Pier, Coming up for Air*, and some of his most trenchant essays. Essays in cultural theory by Michel Foucault, Raymond Williams, and Mikhail Bakhtin will be discussed in relation to both authors. One long research paper and several shorter papers, with oral reports in class. (Please apply at department office.) Mr. Parini

JUNIOR SEMINARS

One of these seminars, or EL 360 where appropriate, or an equivalent course, is required of students who wish to undertake independent projects (EL 700 or EL 710) during senior year. Designed to help students improve skills useful in writing senior essays or theses, these seminars include substantial writing as well as discussion of research and critical methods. EL 350 and 351 fill the seminar requirement.

EL 350 Junior Seminar: Problems in Narrative Analysis, Richardson to Robbe–Grillet Fall

Issues of genre, theme, and style that pose particularly demanding problems of analysis in the novel as it develops into the twentieth century. Among works to be discussed are Richardson's *Pamela*, Austen's *Mansfield Park*, and Joyce's *Portrait of the Artist as a Young Man*. Mrs. Napier

EL 351 Junior Seminar: Literary Bodies – Shakespeare/Woolf Spring

Through careful study of plays and poems by William Shakespeare and novels by Virginia Woolf, we will address some central questions of literary criticism, including: how do words reveal, displace, and transform bodies? whose body? can we forget our bodies when we read? if so, should we? does the author's body count? how and why do cultural bodies evaluate bodies of literature? what's in a figure of speech? Secondary reading will include critical and theoretical essays.

Ms. Henderson

El 360 Advanced Writing Fall, Spring

(See description under WRITING, below.)

WRITING

Admission to writing courses is by permission. Please come to the department office at least one week prior to registration.

Courses meeting the College Writing requirement are designated (CW).

EL 107 Journal and Essay (CW) Fall, Spring

This course will be grounded in the keeping of journals, and will explore the ways in which essays can connect and expand such initial records of perception. Discussion in class will often focus on students' own writing, but we will also devote attention to the work of contemporary essayists. (Permission, see above)

Mr. Elder, Mr. Martin
Mrs. Skubikowski

EL 160 The Structure of Nonfiction (CW) Fall

Workshop discussion will focus on composition, narrative, revision, point of view, representation, with reading and analysis of writings by modern and contemporary essayists. (Permission, see above) Mr. Powers

EL 173 The Structure of Fiction and Poetry (CW) Fall, Spring

An introduction to the reading and writing of poetry and fiction. Exemplary American and English poetry and fiction will be analyzed and discussed, as well as poems and stories written by students in the course. (Permission: see above)

Mr. Baldridge, Mr. Hummer
Mr. Parini

[EL/TH 228 New Plays: Playwright and Director]

EL/TH 240 Screenwriting Workshop I (CW) Fall

See Theatre, Dance and Film/Video listings for description. Mr. Mitchell

EL/TH 241 Screenwriting Workshop II Spring

See Theatre, Dance and Film/Video listings for description. Mr. Mitchell

EL 260 Intermediate Workshop: Nonfiction Winter

Focusing on the contemporary familiar essay, this workshop will explore the writing process with particular attention to composition techniques, economy and clarity of expression, analytic tools to highlight problems in revision, and the dynamic relationship between "meaning" and "content" in successful writing projects. Class discussions will be based on student manuscripts and published model works. Students will be required to write and revise 6–8 papers. (EL 107 or EL 160 or EL 173, and permission) Mr. Bain

EL 270 Intermediate Workshop: Fiction

Fall, Winter, Spring

Study and practice in techniques of fiction through workshops and readings in short stories and novels. Emphasis will be placed on revision. (EL 107 or EL 160 or EL 173 and permission)

Mr. Mitchell, Mr. Parini
Mr. Powers

EL 275 Intermediate Workshop: Poetry Winter

Students are encouraged to experiment in different forms in order to broaden their sense of the expressive possibilities of poetic design and to enhance their own technique and style. The class will discuss samples of contemporary poetry and each other's work in the spirit of frank but helpful criticism. Emphasis will be placed on the revision of poems in the belief that the longer the imagination dwells on a poem's possibilities, the more powerful will be the resulting invention. Active participation in discussion is expected of all students. (EL 175 or EL 173, and permission)

Mr. Parini

EL 360 Advanced Writing

Fall, Spring

Advanced workshop in poetry and prose primarily for students planning to do a senior essay or thesis in creative writing. (Two writing courses at the introductory and intermediate levels with a grade of B or better at the intermediate level, and permission) Ms. Alvarez, Mr. Hummer

SPECIAL PROJECTS

The Department will consider applications from qualified students who wish to undertake advanced tutorials in literature, dramatic literature and writing. A student proposing a tutorial should, after discussion with a possible project director and with his/her advisor, submit a brief written proposal to the department office two weeks prior to registration.

A Creative Writing project (EL 560) may be undertaken after completion of the introductory, intermediate and advanced workshops in writing. Course credit for satisfactory work at the Bread Loaf Writers' Conference may be given at the EL 560 level if the prerequisites for EL 560 have been met. Students must make prelimi-

nary application for such credit before the end of the Spring term preceding the Conference; the work done at the Conference must be evaluated and graded by the Department during the subsequent Fall term.

EL 500, 520, 560 Special Projects Fall or Spring
Staff

SENIOR PROGRAM

The following courses are elected during the Senior year. See *The Senior Program*, above, for descriptions.

EL	**700**	**Senior Essay**	Fall, Spring
EL	**705**	**Senior Program**	Winter
EL	**710**	**Senior Thesis**	Fall, Spring

THE PROGRAM IN ENVIRONMENTAL STUDIES

Professors: David Andrews (Sociology/Anthropology), John Elder (English and Environmental Studies; Director), Victor Nuovo (Philosophy) *Associate Professors*: Robert Churchill (Geography), Raymond Coish (Geology), Burke Rochford (Sociology/Anthropology), Sallie Sheldon (Biology), Stephen Trombulak (Biology and Environmental Studies) *Assistant Professors*: Richard Arthur (Philosophy), Alison Byerly (English), Lucy Harding (Geology), Christopher McGrory Klyza (Political Science), Neil Leary (Economics), Jack Schmidt (Geology) *Visiting Assistant Professor*: Tom Carr (Economics)

The field of Environmental Studies (ES) explores the relationship between humans and their environment. Such a study involves information from a variety of disciplines, including economics, biology, geology, political science, geography, sociology, philosophy, and literature. The Program in Environmental Studies is designed to provide students an interdisciplinary, liberal-arts major that focuses on the diverse facets of environmental issues as well as in-depth training in one or more specific disciplines. After graduation, students may continue on to graduate school in environmental studies, as well as environmental law and policy, resource economics, or environmental science. Because the major includes significant work in three divisions, students majoring in Environmental Studies are not required to take a concentration.

Students interested in emphasizing study of the environment while at Middlebury College are also encouraged to consider alternatives to majoring in Environmental Studies. Because many environmental careers require extensive training in one specific field, some students are better advised to major in a traditional discipline and adopt the Environmental Studies concentration. Alternatively, students majoring in Environmental Studies should consider developing a joint or double major with ES and another department. Students should discuss these strategies with the Director of the ES Program before declaring their major.

Required for a major in Environmental Studies: The ES major is composed of course work in four areas: 1) a set of three core courses, 2) an in-depth focus, 3) cognate courses which supplement the breadth gained in the core courses, and 4) the senior-level policy formation course.

I. Core courses: Each of the following courses is required. Together they provide an introduction to the perspectives on environmental issues of the natural sciences, humanities, and social sciences.

ES 112	(Natural Science and the Environment)
EL/AL 113	(Visions of Nature)
PS 211	(Environmental and Natural Resource Policy)

II. Foci: Students must complete all of the requirements for one of the following foci. Courses taken within the focus that are not specified must be approved by the student's advisor. Some foci require extensive course work and qualify the student for joint major status. Note that each focus falls in one of four broad groupings.

Environmental Science

Conservation Biology: BI 185; BI 190; BI 195; 2 courses from among BI 201, BI 202, BI 203, BI 216, and GG 256; 2 courses from among BI 302, BI 310, BI 390, and BI 391.

Environmental Geology: 6 courses from Geology at the 100–300 level (at least 4 of which must be at the 200–300 level); 1 course at the 400 level; 2 units of GL 700. (This focus qualifies students for joint major status.)

Environmental Policy and Analysis

Environmental Economics: EC 155; MA 112; EC 210; EC 355; EC 365; EC 465; 2 courses from among EC 325, EC 340, EC 350, EC 425, EC 440, EC 445, and EC 470.

Geography: GG 100; GG 150; 2 courses at the 200 level; 2 courses from among GG 310, 320, and 330; 1 course at the 400 level.

U.S. Environmental Policy: PS 104 *or* PS 310; PS 208; PS 421; EC 155; EC 365; EC 210 *or* MA 106.

Environmental Perspectives

Literature and Writing: EL 203; EL 204; 4 courses from among EL 107 *or* 160 *or* 173, EL 260 *or* 270, EL 213, AL 201, CS 225, and JA 216; either a 400-level senior seminar *or* a 1 semester independent essay.

Philosophical and Comparative Perspectives: PS 310; PS 421; RE 303; PA 207 *or* 412; PA 216 *or* 217; 2 courses from among GG 240, GG 260, PA 214, SA 190, SA 307, and SA 321 *or* SA 322.

Human Ecology: SA 103; SA 190; SA 301 *or* SA 302; one course from among GG 210, GG 211, and SA 307; 2 Area Studies courses; 2 units of SA 710.

Self-designed

A student may develop a focus that addresses a subject not represented by existing foci. For example, it may emphasize a particular environmental problem, approach, region, or philosophical issue. The proposed course work must strive for depth and coherence, and include courses at both lower and upper levels. Such foci must be approved by a committee of ES faculty.

III. Cognate courses: Any four of the following courses, with the restrictions that (1) at least 2 courses must be above the 100 level, and (2) among the courses taken for the focus and cognates combined at least 3 must be from the natural sciences and there must be at least three in each of two divisions.

AL 201	American Literature: 1620–1830
BI 190	General Ecology
BI 302	Vertebrate Natural History
BI 390	Advanced Ecology
BI 391	Methods in Ecology
CH 103	Fundamentals of Chemistry I
CH 104	Fundamentals of Chemistry II
EC 365	Environmental Economics
EC 465	Special Topics in Environmental Economics
GG 150	Physical Earth Processes
GG 210	Geography of Development
	or
211	Economic Geography
GG 240	Public Policy in the Circumpolar North
GG 254	Weather and Climate
GG 256	Biogeography
GG 260	Social Aspects of Environmental Issues
GG 320	Geographic Information Systems
GL 112	Environmental Geology
	or
170	Global Tectonics
GL 211	Mineralogy
GL 251	Geomorphic Processes
GL 255	Surface Water Resources and Development
GL 296	Geochemistry of the Natural Environment
GL 321	Sedimentary Rocks
MA 106	Introduction to Statistical Science
	or
	EC 210 Economic Statistics
	or
	GG 300 Spatial Statistics
PA 207	Ethics and the Environment
PA 214	Science and Society
PA 412	Philosophy of Nature
PS 421	Perspectives on the Environmental Movement
RE 303	Religion, Ethics and the Environment
SA 307	Social Movement and Collective Action
SA 321	Native Peoples of North America
	or
	SA 322 Native Peoples of South America

Any Winter Term course listed as Environmental Studies or approved by the advisor.

The Field Semester for the Study of Sustainable Development and Environmental Protection in Costa Rica (counts as 2 cognates).

Other off-campus programs or internships may count as one or more cognates upon prior approval of the Director.

IV. Senior Experience: All seniors are required to take ES 401, a course devoted to a particular case study and requiring significant interdisciplinary work. Under special circumstances, students may be allowed to take this course in their junior year.

Independent Work: Some foci require independent work in the related department during the senior year. Students with other foci may also elect to do independent work; this may be carried out as a one or more semester project (ES 500: Independent Study). Students must carry out this work under the supervision of a faculty member whose expertise is in the area that best characterizes the project. Students planning to conduct independent work are strongly encouraged to speak with their advisor and the Director well in advance of enrolling in ES 500.

Honors Program: Students with an average of B+ or better in courses taken towards the major may apply for Program Honors before beginning an Independent Study (ES 500) or senior research as part of their focus. After a public presentation and a defense of the work before a committee of three faculty, Honors will be given for projects of superior quality (B+ or better).

ES 112 Natural Science and the Environment Spring

We will explore in detail a series of current environmental issues in order to learn how knowledge of principles of biology, chemistry, geology, and physics helps us to identify and understand environmental problems and to shape policies for effective solutions. Topics covered will emphasize transnational environmental issues, including global warming, ozone depletion, species extinction, human population growth, and world food production. Lectures will be supplemented by occasional local field trips. 3 hrs. lect.

Mr. Trombulak

EL/AL 113 Visions of Nature
Fall, Spring

See English listings for description.
Ms. Byerly, Mr. Elder

PS 211 Environmental and Natural Resource Policy Fall

See Political Science listings for description. Mr. Klyza

ES 401 Environmental Policy Formation Fall

Students will work together to formulate and justify policy measures that they think would be appropriate to deal with a local environmental problem. Policy recommendations will be based on research into economic, social, cultural and environmental factors related to the problem. This course will show students how disciplinary knowledge can be integrated in a synthetic manner and offer the experience of working as a team toward the solution of a real-world problem. Considerable field work and library research will be involved, and the final exam will consist of a public presentation and defense of student-generated policy recommendation. (Senior standing) Mr. Trombulak

ES 500 Independent Study
Fall, Winter, Spring

A one- or two-unit research project on a topic that relates to the relationship between humans and the environment. The project, carried out under the supervision of a faculty member with related expertise, must involve a significant amount of independent research and analysis. Staff

FRENCH

Professors: Edward Knox, Nancy O'Connor (at Middlebury in Paris), Carol Rifelj *Associate Professor*: Bethany Ladimer (chair) *Visiting Assistant Professor*: Mireille Barbaud-McWilliams *Instructors*: Cecile Danehy, Charles Nunley, Paula Schwartz, Brigitte Szymanek *Visiting Instructor:* Jonathan Walsh *Lecturer*: Huguette Knox

The French department considers competence in French to be the essential prerequisite to any advanced work. Most incoming first year students are placed in FR 203 or FR 205 according to their ability in French and background. Beyond FR 205, courses in civilization, literature and further language study are available at the 200 and 300 levels.

The advanced level program at Middlebury is weighted somewhat towards literature rather than civilization, while the reverse is true of the Junior Year program in Paris. Students particularly interested in French Civilization should consider FR 230, FR 277, FR 343 and literature courses designed with a major socio-cultural component (FR 362, FR 365, FR 366, FR 375). Other departments offer courses which deal in some depth with France: AR 102, 216, 305; HI 104, 346; PS 103, 107, 225, 406. Further civilization offerings are available in the Middlebury summer and Paris programs.

Required for the major: Total of no fewer than 10 courses, no more than 14.

I. *Two* introduction to French Literature: FR 227, FR 228, or FR 229; or FR 267 (Lectures de textes littéraires) in Paris; or FR 491 (Analyse littéraire) in summer when offered.

II. One course in contemporary French civilization: FR 230, courses on contemporary France in Paris; or equivalent in summer when offered.

III. One course in French history: HI 346; or, in Paris, FR 330, FR 333 (Histoire de la France), FR 350 (Architecture et urbanisme), or FR 449 (Histoire sociale de la France).

IV. Three advanced courses in French or francophone literature.

V. One senior seminar (literature or civilization) or senior project (500, 700).

Other courses counting for the major include: a) at the Vermont campus: FR 205, FR 255, FR 277, FR 305; certain advanced courses offered during the winter term (with permission of the chair); other summer 300–400 level courses; b) in Paris: language and linguistics courses, comparative literature (with a major French component), French theatre, cinema, television, or politics. College Board AP scores of four and above count toward graduation, but not toward the major. Second or third AP credits will be awarded only upon completion of a course in the department.

We expect majors to spend their junior year at the Middlebury College School in France, where they may not earn more than five units (full year program) or three units (semester program) toward the major. The preliminary session in Paris does not count toward the major but is figured into the GPA as two half-units. Most courses in France will be at the 300 or 400 level.

During the senior year at least two advanced courses in French must be taken at Middlebury, including one senior seminar or independent work.

Required for a joint major: a minimum of seven courses, including two from category I, one from categories II or III, two advanced courses in literature, and senior work to be determined individually. At least one advanced course in French must be taken during the senior year.

Senior Independent Work: Upon completing at least two 300–level courses in the department, majors who are well prepared and who have an average in French of B+ or better may receive permission to do independent work during their senior year. They may consider various formats: an essay or project (FR 500, one semester) or a thesis (FR 700, semester and winter term). Independent work may also be undertaken in the context of a course or be linked to a teaching internship.

To undertake a 500 or 700 project, students should consult the departmental guidelines and present their proposals well in advance of registration for the semester when the work is to be done.

Honors: The department will award Honors, High Honors or Highest Honors on the basis of a student's work in the department and performance in senior independent work approved in advance by the department.

The School in France: Middlebury offers both year and semester programs in Paris. Qualified students from any academic department may apply. Spaces in the semester program are limited; only students with valid academic reasons may be considered for the semester program. Students who are interested in studying abroad who are double or joint majors or international majors, or who plan on participating in the Teacher Education Program, should consult the appropriate advisors as early as possible to avoid any conflicts in requirements. Students may earn one course per semester in France toward their concentration. They should in any event contact the Dean of the French School before registering for their sophomore year. See below the representative list of courses offered in France.

Students planning to participate in the program in Paris must have completed two full years of college at the time they undertake their study abroad; they must have taken at least one course beyond FR 205 by the spring before going to Paris, and they must have an overall average of at least B– and an average in French of at least B. We expect all applicants to demonstrate their commitment to French by continuous study of French from the time of their enrollment at Middlebury, and to maintain their academic level if they are accepted. Students applying for a semester only are required to take FR 230. Applications for admission to the School in France, whether for the full year or one semester, should be submitted by January 31 if possible.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 003 The Politics and Culture of the French Resistance Fall
Ms. Schwartz

FS 015 Revolution and The Novel in Nineteenth–Century France Fall
Mr. Nunley

COURSES IN ENGLISH

The courses listed below are offered in English; they may not be counted toward a major in French.

[FR 112 Humanists and Heroes]

[FR 115 French Realism: French Fiction from Stendhal to Proust]

FR 120 Women Writers in France Spring

This course will focus on women as seen by major women writers in France over 300 years. We shall seek to understand the evolving portrait of woman, including her place in society, her relationships with men, the family and work outside the home. We will look at explicit and implicit statements about traditional female roles as well as reflections on the need for change. We shall finally explore relationships between this subject matter and the literary and semantic strategies adopted by the authors. Texts by Sand, Colette, Beauvoir and others.
Ms. Ladimer

[FR 143 Politics and Culture of the French Resistance]

COURSES IN FRENCH

FR 101 Intensive Beginning French Winter

An introduction to listening, speaking reading and writing in French, providing the syntactic and semantic foundation of the French language in a concentrated program of grammar presentation, drills, laboratory work and discussion. Primary emphasis will be placed on the student's active use of the language. **This course is for students who have not studied French before**. It does not fulfill the foreign language distribution requirement. Normally students are expected to continue with FR 102 after successfully completing Fr 101.
Mr. Nunley, Ms. Szymanek

FR 102 Beginning French Spring

Continuation of FR 101, dealing with more complex French. Oral skills are stressed. This course does not fulfill the foreign language distribution requirement. (FR 101.) Ms. Szymanek

FR 203 Intensive Intermediate French Fall, Spring

An active and intensive review of French grammar for students having had good beginning level training in French. We will work to perfect not only mastery of the structures of the language with practice of writing and reading, but also to develop oral comprehension and production skills. The course meets five times a week. (FR 102 or placement.) Staff

PREREQUISITES TO THE MAJOR

FR 205 Toward Liberated Expression Fall, Spring

A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety and vocabulary acquisition. Sections limited to 15 students.

This requirement for the major may be satisfied by placement at a higher level. (FR 203 or placement.) Staff

At least two of the following three courses:

FR 227 Introduction to French Poetry Fall, Spring
(FR 205 or placement)
Ms. Barbaud–McWilliams
Mr. Nunley

FR 228 Introduction to French Theatre
Fall, Spring
(FR 205 or placement)
Ms. Danehy, Ms. Ladimer

FR 229 Introduction to French Prose (CW)
Fall, Spring

This course fulfills the College Writing requirement. (FR 205 or placement)
Ms. Szymanek, Mr. Walsh

(Each of the courses listed above is a survey of some of the major figures and trends in French poetry, theatre or prose, designed to acquaint the student with the history of the genre, the technical problems involved and the use of French critical terminology in the study of literature. As

noted, students are strongly advised to take the corresponding "Introduction" course before enrolling in an advanced course.)

FR 230 Introduction to Contemporary France Fall, Spring

An introduction to several major sectors and themes; the family, the school system, social structures, the economy, the political structures and parties. Emphasis on the vocabulary of these sectors, language appropriate to situating them in context, and the ability to analyze documents involving such themes. (FR 205 or placement.)

This requirement may also be met by FR 343, PS 408, FR 450 (La France contemporaine) in Paris, or by an equivalent in the summer French School.

Mr. Knox, Ms. Knox, Ms. Schwartz

(Majors must also take one course in French history, three advanced courses in French or francophone literature, and one senior seminar or senior work.)

LANGUAGE, LITERATURE AND CIVILIZATION

FR 255 Improving Writing in French Spring

This course will be devoted to developing the student's ability to write clear, nuanced and well-articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructor recommends such work before courses at the 300 level. (One course 227–8–9, 230; others by permission) Ms. Danehy

FR 277 Education and "éducation" Spring

Attitudes toward childhood constitute a special touchstone for analyzing French society and culture. This course will explore themes and perspectives expressed in images of childhood, and of the school as a formative institution. We will draw on literature, journalism, and film from the nineteenth century to the present. (FR 230 or special permission; for students who have not studied in France)

Ms. Knox

[FR 305 Advanced Practice in Written French]

FR 361 French Classical Theatre Fall

A study of the theatre of Corneille, Racine and Molière. The course will investigate the dialectics of moral conflict in Corneille's tragedies; Aristotelian catharsis and Jansenist pathos in Racine's tragedies; the aesthetic and social meanings of Corneille's and Racine's reinscriptions of Greco–Roman ideals, virtues and "heroes"; the limits of social criticism in Molière's satires; and the interplay between culture and power that delimited the social rule of theatre in French society and in the courts of Louis XIII and Louis XIV. (FR 228 recommended) Ms. Danehy

FR 362 Women and the Novel of the Ancien Régime Fall

A comparative study of the practice of the novel form by male and female authors of the period. This course will consider selected novels in the historical and cultural context of the Ancien Régime as well as studying the ways their narrative forms, style, and themes structure their vision of women. Particular attention will be paid to the different treatments by male and female novelists of changing moral values and their role in determining woman's place and function in the social and intellectual contexts of the seventeenth and eighteenth centuries. Texts by Mme de Lafayette, Prèvost, Mme Riccoboni, Rousseau, Diderot and Laclos. (FR 229 recommended) Ms. Szymanek

FR 364 Moralistes et philosophes Spring

What is, what should be the relation of men and women to Nature, to society, to each other? These are among the questions addressed by writers in the *moraliste* tradition, like Montaigne, Pascal, Voltaire, Camus and Sartre. They do so in a variety of forms, including essays, maxims, novels and tales. We will read a broad selection of these works, which have had a major impact on the way we think of ourselves and our place in the world. As we come to understand them, we will also ask ourselves what "humanism" means today.

Mr. Walsh

[FR 365 Literature and Society in the Ancien Régime]

FR 375 The Individual in Society in the Nineteenth Century Novel Fall

In the wake of the Revolution and the Napoleonic era, the nineteenth century was an age of political, social and cultural upheaval. We will study the ways Romantic and realist novels by Stendhal, Balzac,

Sand, Flaubert, and Zola represent individual men and women struggling to make a place for themselves in the society of their time. (FR 229 recommended)
Ms. Rifelj

[FR 376 Nineteenth Century Poetry]

[FR 379 Poetry and Painting in France 1850–1950]

FR 380 The Twentieth Century French Novel from Proust to Duras Spring

In this course we will read works by Proust, Gide, Breton, Leiris, Camus, Robbe-Grillet and Duras in order to determine how each writer redefines the literary enterprise in terms of a unique, distinctly modern sensibility. Such works will allow us to explore a wide variety of issues ranging from autobiography and fiction that is gender-distinct, to ethical questions and narrative technique. We will pay particular attention to the ways in which each novelist makes use of the genre's inherent "lawlessness" to articulate the capricious nature of such notions as "self" and "reality." (FR 229 recommended)
Mr. Nunley

[FR 387 Twentieth Century Drama]

[FR 388 French Poetry of the Twentieth Century]

FR 500 Independent Projects
Fall, Spring

Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Approval of the project should be obtained well in advance of registration for the semester in which the work is to be done. FR 500 projects or essays proposed by senior majors for Departmental Honors must be approved by the department as a whole. Staff

FR 700 Senior Research
Fall, Winter, Spring

For senior majors who are candidates for departmental honors. Students should seek out an advisor and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FR 700 essays and projects must be approved by the department as a whole. Staff

FR 704 Senior Seminar in Civilization: "I Eat, Therefore I Am": Food and Culture in France Fall

What's in a meal? Recent works by historians and anthropologists show eating practices to be a function of culture. For the French in particular, *cuisine* and gastronomy are a treasured part of national heritage and cultural identity. What does the organization of the eating ritual say about them? How do eating and drinking structure time? What has food got to do with gender, class or even history? The works of leading theoreticians (Brillat-Savarin, Dumas), historians (Aron, Zeldin), sociologists (Bourdieu), and writers (Barthes, Zola) will inform our study of French society through its singular approach to the culture of the table. (Senior majors/permission) Ms. Schwartz

FR 705 Senior Seminar in French Literature: Poetry and Painting in France 1850–1950 Spring

In this course we will study the relationship between poetry and painting roughly from 1850 to 1950. Romanticism brings the arts together in redefining the role of the artist and of the creative process. We will examine poets who paint (Hugo, Gautier) and see how their art influences their poetry, before focusing on Baudelaire (his fascination with Delacroix, the visual aspect of his poetry, Manet's resemblance to him). Surrealism will introduce us to poets and painters working together towards a complementary creative expression (for example, Eluard and Man Ray) in which the metaphor is experienced similarly in poetry and in painting. (FR 227 recommended) Ms. Barbaud-McWilliams

See also College Writing Program.

FIRST YEAR STUDENT SEMINAR PROGRAM

Participating Faculty: David Andrews (Sociology/Anthropology), Richard Arthur (Philosophy), William Peterson (Mathematics and Computer Science), Lynne Baker (Philosophy), Judith Barringer (Art), Stanley Bates (Philosophy), Catherine Campbell (Chinese), Raymond Coish (Geology), Richard Cornwall (Economics), Matthew Dickerson (Mathematics and Computer Science), Stephen Donadio (American Literature and Civilization),

Elizabeth Dore (History), John Elder (English), A. Hunt Ewell (Psychology), Honorée Fleming (Chemistry), Gail Fondahl (Geography), Robert Gould (Physics), Diana Henderson (English), Travis Jacobs (History), Marjorie Lamberti (History), Karl Lindholm (American Literature and Civilization), Marianne Marchand (Political Science), Gary Margolis (English), John McWilliams (American Literature and Civilization), Paul Nelson (Political Science), John Norman (Teacher Education), Charles Nunley (French), Judith Olinick (Russian), Michael Olinick (Mathematics and Computer Science), Robert Pack (English), Ted Perry (Theatre, Dance, and Film/Video), David Price (English), Olin Robison (Political Science), David Rosenberg (Political Science), Robert Schine (Religion), Paula Schwartz (French), Tim Spears (American Literature and Civilization), Pardon Tillinghast (History), Gregory Vitercik (Music), John Walsh (Chaplain), Christopher Watters (Biology)

First Year Student Seminars are thematic courses which approach an area of intellectual inquiry from a perspective which attempts to make connections among a number of the traditional disciplines. Each First Year Student Seminar will have an enrollment of no more than 15 students for each faculty member in the seminar and each one will have an intensive writing component. All first-year students will register for one of these Seminars. The instructor of this seminar will be the first year faculty advisor for all the students enrolled in the course. Normally, First Year Student Seminars may not satisfy departmental major requirements.

The following First Year Student Seminars will be offered during the 1991-1992 academic year. A different set of seminars, which will be described in a separate publication, will be offered in 1992-1993.

FS 001 The Impact of The First World War on European Society Fall

Focusing on three of the societies in the conflict, Britain, France, and Germany, this course will study the experiences and mentality of the soldiers in trench warfare and the people on the home front and seek to understand the profound sociopolitical and cultural impact of the 1914-1918 war. We will read recent books by social historians, memoirs, letters and reports written by participants, and fictional recreations of the war written afterwards to examine the Europeans' collective memory of the Great War.

Ms. Lamberti

FS 002 Introduction to Fairy Tale Fall

About the joy produced by the good fairy tale, J.R.R. Tolkien once wrote: "This joy, which is one of the things which fairy-stories can produce supremely well, is not essentially 'escapist', nor 'fugitive'. It does not deny the existence of *dycatastrophe*, of sorrow and failure: the possibility of these is necessary to the joy of deliverance; it denies (in the face of much evidence, if you will) universal final defeat...giving a fleeting glimpse of Joy, Joy beyond the wall of the world, poignant as grief." We will examine the value of Story to society, and ask: 'What makes a Fairy Story good?'. Readings will include Grimms, George MacDonald, C.S. Lewis, and Tolkien. The course may also include some creative/imaginative writing. Mr. Dickerson

FS 003 The Politics and Culture of the French Resistance Fall

In this course we will explore the politics and culture of the French Resistance to nazism during the Second World War as depicted in memoirs, literature and film (*The Sorrow and the Pity, Lacombe Lucien*, among others). Our inquiry will focus on the moral ambiguities of the period; issues of conscience and personal choice; the contingencies of daily life in the underground; forms of political activism; and the role of the war experience in French collective memory. Recent controversies that have surrounded the history and interpretation of the Resistance and Vichy legacy will also be discussed. Readings may include works by Camus, Aragon, Vercors, Triolet, de Beauvoir, and Duras, in addition to historical and first-person accounts of the period. Ms. Schwartz

FS 004 Opera - A Song of Love and Death Fall

Operas to be covered: Purcell, *Dido and Aeneas*; Mozart, *Don Giovanni*; Verdi, *La Traviata*; Wagner, *Tristan und Isolde*; Strauss, *Salome*; Strauss, *Elektra*. Readings will include excerpts (assembled by instructor) from Virgil, Kierkegaard, Schopenhauer, Dumas, Hofmannstal, Freud, and art and cultural historians. An underlying topic in the course (which will emerge gradually) is the changing role of women in society (in the widest possible sense) as reflected in the works under consideration.

This will become the explicit topic (in response to a feminist critique of opera) in the final paper. Mr. Vitercik

FS 005 Voices Across Social Groups: How Do We Talk to Each Other? Fall

How are our voices distinct if we are women or men, African-American or Asian-American or European-American, straight or lesbian or gay? Can we understand each other's songs? How do we write differently within groups (assimilationists versus separatists) and across social boundaries? Indeed, how does our expression both depend on and shape our social identities? We shall explore these questions by reading privately (6–8 novels/term), reading socially (reading parts of plays to each other), viewing and discussing films (1/week) supplemented analysis from social disciplines and, finally but most importantly, practising our own voices.

Mr. Cornwall

FS 006 Language Safari Fall

This seminar will consider some open questions about human language: What makes it fundamentally different from all non–human communication systems? To what extent can apes acquire it? Are our brains specifically programmed for it? How do tiny children learn it so early and effortlessly? What happens to deaf people in a hearing, speaking world? How is language central to some important social issues? We will also study the basics of Swahili, a Bantu language widely spoken in East Africa. It is unrelated to and structurally very different from commonly studied European languages, but interesting and suprisingly easy to learn.

Ms. Olinick

FS 007 The Fire of The Gods Fall

In this century we have truly succeeded in stealing the fire of the gods, and life has never been the same. The splitting of the atom is one of the most imporant scientific advances of all time. In our seminar, we will discuss the scientific revolution leading to this achievement and we will discuss the current situation with regard to arms control, and the theory of nuclear winter. Is nuclear energy the answer to our current energy problems? Can we control it and use it constructively? We will discuss and write about these questions and explore some of the excellent literature on this subject, most of it written from the point of view of the informed layman. Our goal will be to become informed citizens on this most important question.

Ms. Fleming

FS 008 The Theory and Practice of Nonviolence Fall

An introduction to nonviolence as an organized movement for social and political change. The course will look at movements that are domestic as well as international in scope. Case studies of recent (20th century) movements will include the following: Eastern Europe (especially Vaclav Havel and Czechoslavakia), the independence movement in India (especially through the eyes of Gandhi), the anti-apartheid movement in South Africa (with an emphasis on Nelson Mandela and the South African Congress), the American Civil Rights movement (with special attention given to the work of Martin Luther King), the pro–democracy movement in the People's Republic of China (concentrating on the events leading up to Tiananmen Square in June of 1989), and the Palestinian–Israeli conflict (looking at the recent history of the Intifada). Mr. Walsh

FS 009 The Times of Dmitri Shostakovich: The Musicians, The Music, The Epoch. Fall

Dmitri Shostakovich was a boy of about ten in St. Petersburg at the time of the Russian Revolution. He was educated musically and spent all of his life in the U.S.S.R. Through his eyes and those of other contemporary musicians and of historians, and through our ears, we shall explore music in Russia during the first 50–or–so years after the Revolution. We shall not be insensitive to the role of the Soviet government, unprecedented in this country, in its being. Mr. Ewell

FS 010 The Geologic Landscape Fall

This course investigates the fundamentals of physical geology in an outdoor setting. For the first eight weeks, class meetings will be primarily in the field in the attractive setting of Vermont and northern New York. The course emphasizes observation and measurements of rock properties and landscape–forming processes to investigate factors that control the shape of the earth's surface. Field trips are designed to look into four areas of geology: the makeup and interpretation of bedrock, stream and river processes, glacial processes, and geologic structures. Following each field trip, students will submit written assignments to be discussed and edited at our indoor class meeting. During the last

four weeks of the semester, the class will be indoors only and will discuss the primary scientific literature proposing and debating the theory of plate tectonics. 1 1/2 hours class and 5 hours field, 1 weekend field trip. Mr. Coish

FS 012 Chance Fall

This seminar seeks to develop an appreciation for the pervasiveness of chance phenomena in our world, and the ability to reason critically with probabilities in everyday situations. We focus on serious applications of probability and statistics from current news stories, developing formal concepts only so far as needed to understand these applications. Potential topics include: fallacies in human statistical reasoning; card shuffling, lotteries and other gambling issues; air traffic safety; the "undercount" problem in the 1990 census; the stock market and the "random walk" hypothesis; DNA fingerprinting and expert witness testimony in the courts; scoring streaks and records in sports.

Mr. W. Peterson

FS 013 War and The Religious Question Fall

"War is hell," and yet is often said to be allowed, even required, from a religious standpoint. Can there be a "just" or "holy war"? Does the religious conscience demand pacifism? Seminar members will study the responses of modern Jewish and Christian thinkers (Tolstoy, Martin Luther King, Thomas Merton, Abraham Joshua Heschel, Martin Buber, Reinhold Niebuhr, and others), seek their roots in classical religious teachings (war, "holy war" and opposition to war in the Bible; Augustine's "just war" theory and later Christian debate; war in Jewish ethics and political thought), and write essays seeking to articulate their own responses.

Mr. Schine

FS 014 Central America: History, Crisis and Culture Fall

This seminar explores the crisis of Central America by studying the region in historical perspective. We will examine the social, economic and political transformations in Nicaragua, El Salvador, Guatemala and Panama in the nineteenth and twentieth centuries. One focus will be the forms that violence has taken and how it conditions society. In addition to historical studies, we will analyze novels, testimonial writing, and poetry to enhance our understanding of people's experiences of the crises of the region. The literature can be read in English or Spanish. No knowledge of Spanish is required. Ms. Dore

FS 015 Revolution and The Novel in Nineteenth-Century France Fall

Throughout the nineteenth century, French novelists brought new meaning to the idea of revolution, sometimes praising, sometimes questioning its relevance as a viable means of progress. Four of the greatest French novels of the century deal specifically with this problem: Hugo's *Ninety-Three*, Stendhal's *The Red and the Black*, Flaubert's *Sentimental Education*, and Zola's *Germinal*. All contain provocative portrayals of violence that underscore both the problematic nature of history and the urgency with which each novelist strives to give it meaning and form in writing. We will study these novels as commentary on France's turbulent history and as great works of fiction in their own right. No knowledge of French is required.

Mr. Nunley

FS 016 Theories of The Universe Fall

How did the universe begin? Was it created, or has it always existed in some form? What preceded the cosmos? Did time and space themselves come into being at some point? Civilized peoples have always pondered such questions, and have never been at a loss for imaginative answers. In this course we shall be trying to understand the evolution of our cosmology, beginning with the myths of ancient Babylonia and the speculations of the ancient Greeks, and proceeding to the exotic theories entertained by today's physicists in the wake of quantum theory and relativity. Mr. Arthur

FS 017 War in Modern Literature Fall

This course explores the ways in which twentieth-century writers have dealt with various issues of modern warfare: civilian involvement, the nuclear threat, the globalization of conflict, and alternative methods of conflict resolution. We will read works of fiction, poetry and non-fiction from Asia, Europe and the U.S., concentrating on World War I, World War II and the Vietnam War, but drawing connections whenever possible between the current world situation and its recent historical precedents. We will also view a selection of war-related films and videos, and there will be occasional guest discussion leaders. The class will be conducted as a combination of discussion seminar and writing workshop. Writing assignments will include both analytical essays and fiction. Ms. Campbell

FS 018 Tragedy and Philosophy Fall

Tragedy is a form of literature, which has aroused deep philosophical reflection—over the nature of human existence, the ethical possibilities for human action, the nature of art and of literature—for 2,500 years. In this course, we shall read and discuss both: tragedies from different historical periods, and some of the most important philosophical accounts of tragedy. We shall read tragedies of Sophocles, Shakespeare, and more recent attempts at tragedy, and philosophical works of Aristotle, Hegel and Nietzsche, among others, which give accounts both of the origin of tragedy, and of its continuing significance for human beings. Mr. Bates

FS 019 Word and Video: Making Journals/ Autobiographies Fall

Journals and autobiographies traditionally are written documents, but, in this seminar, we will also shoot video to develop skills in making our own journals and autobiographies. Camcorders will be rotated so that each week some students are shooting video as a way of making journals/autobiographies while other students are making similar documents using the written word. By using two media, we expect to enhance our ability to create journals and autobiographical statements, as well as to learn how each medium shapes the process and final product. Selected journals/autobiographical films and writing will be studied.

Mr. Perry

FS 020 America and The Vietnam War Fall

The Vietnam War tore the American nation apart, and the seminar will examine the origins, the unfolding, and the consequences of America's longest war. In seeking to understand America and the Vietnam debacle, the course will use scholarly writings, novels, and movies. Readings probably will include: Stanley Karnow, *Vietnam*; Graham Greene, *The Quiet American*; Jonathan Schell, *The Time of Illusion*; Philip Caputo, *A Rumor of War*; Larry Berman, *Planning a Tragedy*, and possibly Neil Sheehan, *A Bright Shining Lie*. The PBS Television Series "Vietnam" and several films will be viewed and studied.

Mr. Jacobs

FS 021 Social Class and Ethnic Relations in America Fall

This course examines the various ways in which the American class system and patterns of ethnic group relations have affected, and have been affected by, American education. The limitations and potential of educational institutions with respect to the resolution of intergroup conflicts and the establishment of equal educational practices and policies adapted to the nature, needs, and challenges of a culturally pluralistic American society will be analyzed. Critical issues faced by school administrators and students will be examined in light of social, economic, historical, and political influences on behaviors (e.g., societal and classroom) and academic performance. Mr. Norman

FS 022 Good and Thought of Good Fall

This seminar rests on the fact that this place is a school; on the belief that the proper business in a school is to seek and enjoy clarity; on the conviction that one of the subjects it would be good to have clarity about is how one and we should live; on the knowledge that such clarity has been deeply considered in philosophical texts; and on the procedural principle that clarity comes from close reading and thinking. On these foundations we will proceed to read from a few Western thinkers on the topics: what is a good life; what place does thinking about a good life have in a good life; what is the relation between my good life and the good lives of other persons and the good of the whole; how could it be that old books about a good life do – or don't – continue to have anything to say to use in our own inquiries into and pursuits of this subject. Readings from Plato, Aristotle, Thomas Aquinas, Hobbes and Montagne.

Mr. P. Nelson

FS 023 The Rise and Fall of The Great Powers Fall

Why is it that throughout history some nations gain power while others lose it? What explains the astonishing turnaround in American and Japanese prospects in the past 45 years? What effect will the extraordinary political changes in Eastern Europe have on global power relations? We will try to find some answers in Paul Kennedy's *The Rise and Fall of the Great Powers*, Joseph Nye's *Bound to Lead* and other current works on the rise and decline of nations. Mr. Rosenberg

FS 024 Dreams, Nightmares and Poetry Fall

This seminar will explore the rich potentialities of the symbolic language produced nightly by our unconscious minds. The class will read widely in the major clinical and theoretical writings on dreams and nightmares. Each member of the class will keep a dream journal, and anonymous selections from these journals will be dis-

cussed in connection with the various theories of dream interpretation. We will then study a wide range of English and American poetry which clearly incorporates elements of dream and nightmare. Finally, members of the class will attempt to compose poems based on their own dreams or nightmares, identifying and examining in the process various assumptions that we make both about the act of literary creation and about the created work itself and its larger audience.

Mr. Price

FS 025 Directive: The Landscape of a Poem Fall

Robert Frost's poem "Directive" will be our focal point throughout this exploration of the natural and human history of the Green Mountains. We will consider the poem within three main contexts: Frost's other poetry; the reforestation of Vermont over the last century and a quarter; and the ironic relationship between wildness and community in 1991, the year of our state's bicentennial. Students in this seminar will keep journals, write interpretive essays about poems and places, and undertake a major research project at the end of the semester. There will be several weekend hikes, as well as a camping trip on November 1st–3rd.

Mr. Elder

FS 026 Poetry and The Unconscious Mind Fall

This course will provide students with fundamental skills and techniques for the analysis of lyric and narrative poetry with special attention to details of imagery, tone, perspective, and structure. At the same time, through selected readings in Freud and others, the student will be introduced to the basic concepts associated with the idea of the Unconscious: repression, denial, displacement, projection. The poems chosen for study in class discussion will be selected both for their aesthetic interest as poems and as examples of the poet's dramatization of the working of unconscious forces. Many of the poems, thus, will reveal themselves as dreams or have fantasy or dreamlike aspects. The written assignments in this course will include both analytical papers, the exegesis of poems, and creative assignments in which students will produce poems based on their recollections of their own deep memories or their dreams. Some classes will be devoted to the discussion in a workshop format of the poetry written by members of the class. Students enrolling in this course, given the range of its objectives, will be asked to make the special commitment of taking this class for BOTH the fall and the winter terms. The intellectual bonds that the students will form in dealing with this material, the facility and openness students will develop in talking to one another, will culminate and be rewarded by the extended time for informed discussion in the intensified winter term.

Mr. Pack

FS 027 Stories About Women Fall

What kinds of stories have been told about women in the European tradition of literature? What are the assumptions and patterns shaping these fictions? Why are some stories so resonant, and what are the consequences of their enduring power? How and why do we decide that literary traditions are benign or malignant, liberating or stultifying? We will explore some famous stories about women, considering what's at stake in the way we interpret literature. We will also consider some contemporary analyses of the representation of women, discussing possible relationships between literary tradition and social change. Primary readings will include selections from the Bible and works by Sophocles, Euripides, Ovid, Shakespeare, Flaubert, Charlotte Bronte, Ibsen, Freud, Woolf, Rhys, and Toni Morrison.

Ms. Henderson

FS 028 Moral and Ethical Decisions in Public Life Fall

Students in this course will be asked to explore the moral and ethical dimensions of several public policy issues, both domestic and international. Mr. Robison will choose half of the issues; the other half to be chosen by the class from a list provided by him. Writing assignments will stress both descriptive analysis of issues and advocacy, both pro and con, concerning the issues chosen for consideration.

Mr. Robison

FS 029 Relativity and Common Sense Fall

Einstein's special theory of relativity contains at its root a simple idea that, unlike other key ideas in modern physics, can be understood without recourse to higher mathematics. Nonetheless, the consequences of special relativity are so counter–intuitive that they present real challenges to our common–sense notions of the world around us. This seminar concentrates on the theory of relativity as it pertains to the concepts of space, time, and motion. These "primitive" concepts have been profoundly changed by Einstein's theory and the experimental proof of its correctness. The mathematical tools needed in exploring the meaning of rela-

tivity include only high-school algebra and simple trigonometry. Mr. Gould

FS 030 Periclean Athens Fall

An interdisciplinary study of the great age of Athens and her maritime empire (c. 460–404 B.C.). Special emphasis will be placed on developments in history, politics, literature, art and religion as Athens reaches her zenith, then plummets to her destruction. Readings will include selections from Thucydides, Greek tragedy and comedy, and modern writings on Greek art and history. Ms. Barringer

FS 031 A Quarrel of Two Queens: Elizabeth Tudor and Mary Stuart Fall

Elizabeth I and Mary Queen of Scots, who were cousins, never met. But their mature lives were closely involved with each other; for almost thirty years each was one of the other's biggest problems: Mary would become Queen of England at once if Elizabeth died. Both were very strong personalities, and their relationships deeply affected both their countries then, and have to some extent ever since.
Mr. Tillinghast

FS 032 Drama in the United States Fall

Readings will range from eighteenth and nineteenth century melodramas to more unconventional theatrical works of recent decades, with special emphasis on plays by Eugene O'Neill, Arthur Miller, and Tennessee Williams. For purposes of comparison, the course will also take into account several texts designed specifically for film or television production.
Mr. Donadio

FS 033 Calculus: The History of an Idea Fall

The creation of calculus is one of the greatest achievements in our intellectual history. It has provided the principal language for reading the book of nature. We shall explore the development of calculus from the ancient Greeks through the central discoveries of Newton and Leibnitz to the 20th-Century understanding of "Infinitessimals" and the impact of computers on the teaching and learning of calculus. We shall also examine the applications of calculus to the physical and social sciences and probe the philosophical difficulties that lie at the foundations of this vital subject. Students in this seminar will also enroll in MA 112A. Mr. Olinick

FS 034 A Gentle Trinitarian Universe Fall

The title of this course is a phrase of philosopher Michael Novak which describes the game of baseball and its almost mystical relationship to the number three and its multiples. This then is a course about baseball, literature, and American culture. (Please keep reading.) The tradition, history, and oral flavor of the game renders baseball ideal for examining particular American myths. This course will not celebrate scratching and spitting, nor will it promulgate rhapsodic effusions of baseball's metaphoric quality; it will have you reading wonderful books, meeting interesting people, and discussing important ideas and issues in American culture through baseball. (My hope is that women students as well as men will elect this course.) Mr. Lindholm

FS 051 Women & World Politics: Questions About Gender Spring

Throughout history women have been active in the realm of global politics in a variety of ways. Yet, one only needs to watch the news or open the paper to notice that women's activities and contributions are seldom recognized. This course sets out to study how women contributed to and have been affected by international politics. It will look at such issues as: women and war, women and diplomacy, the effects of the global division of labor on women, and the contributions made by women to the study of international politics.
Ms. Marchand

FS 052 Telling About The South Spring

An introduction to the dynamic presence of the past in twentieth century Southern literature and culture. We shall look at several kinds of writing about the South: novels, short stories, folklore, critical essays, and autobiographies. Writers to be studied will include the Southern Agrarians, William Faulkner, Zora Neale Hurston, Richard Wright, Robert Penn Warren, Eudora Welty, Flannery O'Connor, and Walker Percy. We will also examine other forms of storytelling, such as photography and music. Mr. Spears

FS 053 The French Revolution: History, Fiction and Painting Spring

The French Revolution has long been regarded as both the birth of the modern era and the most cataclysmic event in western civilization before the rise of Hitler. We will begin by reading factual accounts of the Revolution and the Napoleonic era by twentieth century historians. We will then consider important political and artistic

representations of the Revolution: political assessments by Thomas Paine and Edmund Burke, novels by Balzac, Dickens and Anatole France, the films *Napoleon* and *Danton*, and paintings by David, Ingres and Delacroix. Mr. McWilliams

FS 054 Human Nutrition Spring

Are we what we eat? Or do we eat what we are? Or are these questions poorly put? Everyone knows something about nutrition and has an opinion about what constitutes "good" nutrition. We will examine what we eat, what perhaps we ought to eat and, especially, how difficult it is to answer nutritional questions. We will also explore such topics as: "fast foods", diets and dieting, and the role of nutrition in the etiology of cancer and cardiovascular disease. Lectures will introduce students to the biology and chemistry of food and its assimilation.
Mr. Watters

FS 055 Contemporary Ethical Issues Spring

New biological knowledge and techniques have created some new ethical problems, e.g., non–traditional conception, surrogate mothers, fetal diagnoses, embryo research and surgery, abortion, genetic screening, DNA fingerprinting, organ transplants, and euthanasia. In many cases the relevance of old ethical guidelines is problematic: new ethical norms sometimes seem to be called for. The lives of many of us will be touched directly or indirectly by one or more of these issues. We assume that if we have given systematic thought to these issues beforehand, we will make the best decision when we need to.
Mr. D. Andrews

FS 056 Philosophizing in The First Person: Augustine and Descartes Spring

This course will explore the first–person approach to philosophizing represented by Augustine (354–430), who shaped Medieval Christian philosophy, and by Rene Descartes (1596–1650), who shaped modern secular philosophy. Augustine and Descartes were remarkably similar both in their manner of philosophizing and in their philosophical preoccupations. Both worked in the meditational mode, a traditional means of self–examination. Both felt the force of philosophical puzzles that can be formulated only in the first person: Am I responsible for what I do in my dreams? How do I know that I am not dreaming now? Can I be certain that I exist? How do I know that there are minds other than my own? Not only will we consider such questions and the responses of Augustine and Descartes, but also we will consider the significance of these questions and of this style of philosophical reflection. Ms. Baker

FS 057 Beginning College Writing and Reading Poems Spring

We will read contemporary poetry as a way of developing your skills of observation and imagining in the service of writing your own poems. We will also read and discuss materials in the technical elements of poetry, adolescent psychology, and mythology in order to understand and practice the relationship between writing poems, knowing and creating one's self. Some experience writing poems is useful. This is primarily a course in writing poetry.
Mr. Margolis

FS 058 Exploring Northern North America Spring

On the eve of celebrating the 500–year anniversary of Columbus' voyage, this course will offer you an opportunity to study the "discovery" of Northern North America, from the pre–Columbian Viking voyages to recent forays into the Arctic. Through the use of the original accounts of explorers as well as secondary sources, maps, sketches, paintings and films we will evaluate the changing European and Euro–American perceptions of the Northern landscape and peoples. We will also consider the Native northerners' "discovery" and evaluations of Europeans.
Ms. Fondahl

GEOGRAPHY

Associate Professors: Robert Churchill (Chair), Ronald Liebowitz (on leave Fall Term) *Assistant Professors*: Gail Fondahl, William Howland, Tamar Mayer *Instructor*: Richard Mahon

Geography is concerned with describing and analyzing spatial patterns and with understanding the processes by which spatial form changes through time. In pursuing these concerns geographers have customarily carried out their studies in many different cultures and environments; consequently, there has been a strong emphasis upon international as well as regional and local studies. Moreover, the diversity of economic, social, political and physical variables involved in spatial studies has created many interdisciplinary links. Finally, geography has a tradition of service to society. Geographers serve as policy makers in business and in

local, state and national government, addressing issues in resource use, planning, transportation and a variety of problems related to the spatial organization of society.

In addition to traditional tracks in physical and human geography, the department offers a circumpolar track that focuses on physical environments of the Arctic and Subarctic and on policy issues, resource use, community development, and related contemporary problems in the circumpolar north. This track is a cooperative effort between the Geography Department and the Center for Northern Studies. The Center offers field-oriented study for students in residence at its facilities in Wolcott, Vermont. Work at the Center is complemented by courses offered by the geography faculty at Middlebury, several of whom have extensive teaching and research experience in the Arctic and Subarctic.

Requirements for the Major: All students who elect to major in geography must complete GG 100, GG 150, GG 300, and GG 340 as well as two of the following courses: GG 310, GG 320, and GG 330. In addition, students must choose one of the three tracks below.

Human Track:

Three 200-level electives in human geography (numbered below 250)

At least one additional course in physical geography (numbered above 250)

Two 400-level seminars, at least one of which is in human geography (numbered below 450)

Physical Track:

Four 200-level electives in physical geography (numbered above 250)

Two 400-level seminars, at least one of which is in physical geography (GG 450)

Circumpolar Track:

GG 240

GG 250

Plus at least two additional 200-level electives. For students who elect the Spring Semester-in-Residence at the Center, these additional courses must be numbered above 250.

Two 400-level Seminars, as follows:

GG 460 – Seminar in Circumpolar Geography

Plus one additional 400-level seminar as approved by the major advisor.

Semester-in-Residence: Students who elect the Circumpolar track must complete either the Fall or Spring semester-in-residence at the Center for Northern Studies in Wolcott, Vermont.

Self-Contained Concentration: Due to the extended nature of this track, including courses in both natural and social sciences, an additional concentration is not required.

Comprehensive Examination: All students who graduate with a major in geography must pass an oral comprehensive examination administered by the department faculty as a whole. The exam must be scheduled by the student no later than the second week of Spring Term in which graduation is expected. For March graduates, the exam must be scheduled no later than the second week of the Fall Term preceding graduation. A student who fails can schedule a re-examination at a later date. There is no limit to the number of times re-examination can be scheduled, but in no case will the major be conferred without successful completion of the examination.

Required cognate course for the major in Geography: Students in consultation with their advisors will design a cognate curriculum, which must include at least one course in mathematics or computer science.

Departmental Honors: Students who seek to earn Honors are required to write a thesis. An Honors thesis proposal must be submitted to the department for approval prior to the term in which the thesis is to be written. If the proposed topic is approved, the student may register for GG 700. After an evaluation of the thesis, Honors are conferred or denied on the basis of (1) the grade assigned to the thesis, and (2) compliance with the rules stated under Department Honors in the *Handbook*.

FIRST YEAR STUDENT SEMINARS

In 1991-92, see First Year Student Seminar listings for a description of the following course(s). In 1992-93, see separate publication describing the First Year Student Seminar Program.

FS 058 Exploring Northern North America Spring
Ms. Fondahl

GG 100 Geography: A Modern Synthesis (CW) Fall, Spring

An examination of the foundations of modern geography. Emphasis is placed on the spatial organization of human society and people's relation to the environment. The geographic dimensions of current urban, national and world problems are stressed. 3 hrs. lect., 3 hrs. lab. Open only to first year students and sophomores.

Ms. Fondahl (Fall)
Mr. Mahon (Spring)

GG 150 Physical Earth Processes (CW) Fall

Study of physical processes that govern the temporal and spatial distribution of climatic, topographic, and soil resources. Emphasis is placed on ways in which human activity affects and is affected by these physical resources. Laboratory and field problems are included as an integral part of the course. 3 hrs. lect., 3 hrs. lab. Mr. Churchill

GG 210 The Geography of Development Spring

An examination of development and underdevelopment from a geographical perspective. Topics to be discussed include problems of regional growth and inequality, the role of urbanization in development, international trade and development, regional development planning and environmental constraints and problems.

Ms. Mayer

GG 211 Economic Geography Fall

An examination of the character, evolution and distribution of economic activity, stressing the determinants of locational behavior associated with agricultural, commercial and industrial activities.

Mr. Mahon

GG 212 Urban Geography: Patterns, Problems and Policies Spring

The focus is geographical analysis of urbanism and urbanization including the structure and mechanics of the urban space–economy. Particular attention is placed on significant problems of cities in both the developed and underdeveloped world and on policies for addressing these problems. Ms. Mayer

GG 213 Population Geography Spring

This course focuses on the spatial dimension of population dynamics. The impact of differential rates of natural increase, migration, infant mortality, disease, and hunger is evaluated, along with assessments of various policy options, and their effectiveness in addressing important demographic issues. 2 hrs. lect., 1 hr. discussion/computer session

Mr. Liebowitz

GG 215 Political Geography Spring

This course examines and critiques the post–World War II State ("Nation State") system from a political geographic perspective. We will cover some of the theories of State, then study the major challenges to the state's viability. These challenges include multi– and ethno–nationalism, irredentism, social and economic inequality, relative and strategic location, conflict of ideology, and others. 3 hrs. lect., 1 hr. discussion/computer session. Mr. Liebowitz

GG 220 Geographical Perspectives on the Middle East Spring

This course examines the Middle East from a geographical perspective, with emphasis on environmental, historical, and political underpinnings of the region. It will examine the changing roles of city and village under the impact of modernization, and structures of historical and contemporary political geography. Of special importance will be the role of "territory" in the making of this region: politically, economically, and socially. Ms. Mayer

GG 221 Development of American Regions Fall

This course will cover the evolution of economic regions in the United States before 1920. It will have three goals: (1) to introduce some theories of regional development, (2) to consider the major historiographical issues relating to American regions, and (3) to evaluate how well existing theories account for patterns of development in the USA. Taking a comparative historical approach, we will try to reach some general conclusions about development as a geographical process based on case studies of American economic regions. Mr. Mahon

GG 222 Geography of the Soviet Union Fall

This course focuses on the political and economic geography of the USSR. Topics covered include the political–administrative structure of the state; the nationalities question, regional economic development, agriculture, and demographic and health issues. Comparative analysis with the U.S. and West Europe will provide the context for much of the course material. 3 hrs. lect., 1 hr. discussion/lab session Ms. Fondahl, Mr. Liebowitz

GG 240 Public Policy in the Circumpolar North Spring

This course examines the evolution of public policy in the Arctic and Subarctic. We will follow the expansion of southern populations and institutions into the North from the early periods of exploration, whaling, and the fur trade, to the more recent era of extractive industries and defense installations. Impacts — political, economic, cultural, and environmental — of southern–based policy and activity on the Native peoples of the North will be considered. Central to the course will be issues of land rights, resource use, self–determination, and the underlying conflicts in the perception of the North as 'homeland' and 'frontier'. 3 hrs. lect., 1 hr. discussion Ms. Fondahl

GG 250 Arctic and Alpine Environments Fall

This course provides an introduction to the physical and biological characteristics of Arctic and Alpine environments. A systems approach is used to study climate, glaciation, geomorphology, and soils. The biota and ecosystems of the tundra, boreal forest and polar seas are treated. Attention is also paid to the methods by which research in these areas is conducted and to the nature of field logistics in harsh climates. Field excursions to Alpine areas in the region are an integral part of the course. Mr. Howland

[GG/GL 251 Geomorphic Processes]

GG 254 Weather and Climate Spring

A systematic examination of the atmospheric processes that control weather and climate. Special attention is given to climate change, climate reconstruction, and inadvertent climate modification as the result of human activities. 3 hrs. lect., 3 hrs. lab. Mr. Churchill

[GG/GL 255 Surface Water Resources and Development]

GG 256 Biogeography Spring

This course presents an ecological and evolutionary approach to the study of patterns in the distributions of plants and animals. Methods of ordination, classification and mapping of plant assemblages are introduced. The role of plate tectonics and the Quaternary ice age in evolutionary systematics, modes of specialization, contemporary disjunctions and relict ranges is examined. Island biogeography and applications in the terrestrial domain (Arctic and Alpine emphasis) are explored. Concepts of landscape ecology and anthropogenic problems of habitat modification, species rarification and extinction are examined with regard to the spatial context in which they occur. 3 hrs. lect., 3 hrs. lab, with field trips. Mr. Howland

GG 260 Social Aspects of Environmental Issues Fall

This course examines the development of environmental conservation in the U.S. and in lower developing countries (LDCs). The course is divided into three parts. The first part deals with historical approaches and cultural responsiveness to the environment, the perception of wilderness and the history of the conservation movement. The second part deals with specific issues including national parks and forests, water, energy, acid rain and toxic waste. The final part of the course focuses on environmental conservation in LDCs. Issues of war and the environment, development and under–development and population and resources are covered. 3 hrs. lect. and weekly discussion section. Ms. Mayer

GG 300 Spatial Statistics Fall

An introduction to quantitative techniques used in studying spatial variation of human and environmental phenomena. Particular emphasis is placed on the geographer's use of computer applications in analyzing spatial data. Topics include data collection, data description and presentation and data use and interpretation. 3 hrs. lect., 3 hrs. lab. Mr. Mahon

GG 310 Fundamentals of Cartography Fall

An introduction to the compilation, design, production and use of maps with emphasis on both the practical and theoretical aspects of cartographic representation. Various data sources including enumerative statistics, remote imagery and maps are used as bases for compilation of a variety of general and thematic maps (e.g., outline maps, hazard risk maps, land–use maps and statistical surfaces). 2 hrs. lect., 3 hrs. lab. Mr. Churchill

GG 320 Geographical Information Systems Spring

This course introduces the structure, concepts and application of geographic information systems (GIS) – computer–based systems designed to process large spatial data bases. The productive use of GIS technology in the physical and social sciences, environmental management and regional planning is investigated through a variety of applied exercises and problems. 3 hrs. lect., 3 hrs. lab. Mr. Churchill

GG 330 Environmental Remote Sensing Fall

This course treats remote sensing of the physical environment and interpretation of imagery from aircraft and satellites. Lectures and labs introduce surface interaction mechanisms of electromagnetic radiation, color and color infrared photography, and digital multi-spectral image analysis. The first weeks emphasize photo interpretation, basic photogrammetry, and the role of field studies. The second part of the course introduces digital image analysis. Lab exercises concern plant distributions, earth surface morphology, glaciated landscapes, sea-surface environments, various natural resources, and cultural features. 3 hrs. lect., 3 hrs. lab. (Any Natural Science course or permission) Mr. Howland

GG 340 Exploration in Geography Spring

This seminar begins with an exploration of the philosophical underpinnings of contemporary geography. Investigation of the relations among paradigms, objectives, and methods provides a transition to more explicit consideration of research methodologies, which includes problem definition, research design, analytical models, and data collection. Staff

GG 400-level Seminars

Seminars are to provide the advanced student with an opportunity to pursue particular research areas in depth. They require intensive writing and reading of the relevant literature. Seven seminars are identified: economic, urban, political, physical, circumpolar, development, and topics in Soviet geography. More specific seminar descriptions will be provided prior to each registration period.

GG 410 Seminar in Geography of Development: Women in Development Fall

This course is aimed at understanding the effects that development has had on women in the Third World. The course will discuss colonial/neo-colonial dynamics, women's participation in the local and global economy, the impact of the changing food production on women, and changes in the sexual division of labor. We will also examine issues of interests such as family planning, sexuality, home work and political participation. (GG 210 or permission) Ms. Mayer

GG 411 Seminar in Economic Geography: Corporate Organization and Geographical Change Spring

This seminar will explore how changing corporate structures have produced new locational strategies over the past 150 years. Readings will cover the rise of the modern corporation; the legal foundations of the corporate economy; holding companies, trusts, and conglomerates; unitary and multidivisional enterprises; the locational consequences of oligopoly; vertical integration and disintegration; and transnational companies. Each student will be responsible for an original study of an individual firm. (GG 211 or permission) Mr. Mahon

GG 412 Seminar in Urban Geography: Women in the City Fall

Cities reflect and reinforce the ideology of the society that created them. By investigating the city, it is possible to understand societal assumptions and attitudes about race, class and gender. Here we will explore these assumptions with respect to women. We will examine, through spatial temporal distribution, access to facilties, the retail structure and the housing market, the "appropriate" behavior for women. Questions of work, transportation, urban design and policy making will also be explored. (GG 212 or permission) Ms. Mayer

[GG 415 Seminar in Political Geography]

GG 422 Seminar in Soviet Geography: The Nationality Question and Soviet Economic Development Policy Spring

This course will study the interplay between Soviet regional economic development and Soviet multi-nationalism. We will examine Soviet planning institutions and evaluate their effectiveness in meeting the goals of socialist and Soviet commitments to equity and economic growth. We will also evaluate Soviet development polity within the framework of the Soviet national-based federation. The final section of the course will focus on comparative studies with other multi-national socialist and market economies. (Permission) Mr. Liebowitz

[GG 450 Seminar in Physical Geography]

GG 460 Seminar in Circumpolar Geography: Arctic Wilderness – Issues in the Human Use of the Commons Spring

The arctic and subarctic lands of North America, Scandinavia and Asia comprise the largest terrestrial wilderness in the world, and are increasingly subject to the impact of human uses. In this seminar we will examine the ways in which human use of the north changes its character. Considering the wild North as a commons, we will explore the thresholds that may exist, from place to place, in patterns and levels of human activity and associated deterioration of wilderness. Mr. Howland

GG 500 Research in Geography Fall, Spring
Staff

GG 700 Senior Research Fall, Winter, Spring
Staff

SEMESTERS–IN–RESIDENCE PROGRAMS AT THE CENTER FOR NORTHERN STUDIES

The Center for Northern Studies is located in Wolcott, Vermont, about 75 miles northeast of the College, in a substantially snowier and more rigorous climatic zone. While at the Center, students reside together in nearby country homes. All students who wish to attend a semester–in–residence program must apply to the Center for Northern Studies well in advance of the semester. Applications may be obtained from the Geography Department.

The College will forward part of the student's comprehensive fee payment to the Center for Northern Studies to cover costs for students who enroll in a full semester–in–residence program, or a semester–in–residence program and the winter term–in–residence.

FALL SEMESTER–IN–RESIDENCE

The fall term at the Center introduces students first–hand to Arctic and Alpine environments, cold ocean coasts of the Northeast, and environmental analysis techniques. The semester begins with an extended field trip to Newfoundland and Labrador with the Center faculty. Students in residence complete the following courses.

NE 310 Quaternary Studies: Paleoenvironment and Prehistory of the Circumpolor North Fall

This course explores the geomorphic, climatic, and biological phenomena of the Quaternary Period. In addition, methods for dating the past and reconstructing past environments, animal migrations and extinctions, and implications for the culture and spread of early human populations will be examined. Mr. Young

NE 330 Indigenous Cultures of the Circumpolar North Fall

This course offers an ethnographic introduction to traditional circumpolar cultures. In general the focus of the course will be on the interrelationship of culture and the northern environment. Students begin with a general survey of arctic and subarctic cultures of Old and New Worlds, followed by an examination of selected topics including subsistence–settlement systems, trade, social structure and conflict resolution. The course ends with an examination of processes and problems of European contact and acculturation.
Mr. Cox

NE 340 Polar Biota I: Flora Fall

This course begins with field identification of northern flora during a three–week field trip to Newfoundland and Labrador. In the classroom and local environment of Vermont, the classification, evolution, distribution, and community ecology of northern vegetation will be studied, with emphasis on vascular plants.
Mr. Young

NE 360 The Political Economy of Resource Management Fall

The management of natural resources in the Arctic and sub–Arctic presents a unique set of problems. In addition to the characteristics of the environment, social, cultural, political, and legal factors impose their own requirements. This course is an intensive look at problems in the management of significant natural resources in Canada and Alaska. Mr. Flanders

SPRING SEMESTER–IN–RESIDENCE

The Spring Term at the Center emphasizes social sciences, northern policy studies, community development in the North and related contemporary problems. This term also includes several field excursions, normally in the second half of the semester. Courses which students complete during

the Spring semester–in–residence are described below.

NE 315 Northern Archaeology Spring

This course will combine an introduction to the discipline of archaeology with an examination of northern prehistory. Using case studies from northern archaeology, the goals, techniques, and theory of archaeological research will be discussed. Students will learn techniques for reconstructing northern prehistoric cultural systems using archaeological remains. The course will emphasize hands–on study of archaeological materials in the laboratory, and it will conclude with a week of field work on the coast of Maine.

Mr. Cox

NE 325 Polar Biota II: Vertebrate Fauna Spring

This course will consist of a survey of the fishes, birds, and mammals of the boreal forest, tundra, and northern seas. It will include a consideration of evolutionary relationships, physiological and community ecology, and managment concerns.

Mr. Young

NE 370 Arctic Policy Studies Spring

The pervasive presence of governments throughout the Circumpolar North makes this region an ideal laboratory for the study of public policy. Focusing on contemporary northern issues, this course applies existing knowledge and seeks new insights concerning the nature of public policy. To provide students with an in–depth understanding about the role of policy in the north, the course focuses on a limited number of topics that vary from year to year. Topics may include: Arctic pollution, international conflict and cooperation, local government, national research priorities, and energy policy.

Mr. Flanders, Mr. Young

NE 380 Community Development in the Circumpolar North Spring

The rural communities and villages of the Circumpolar North suffer from a variety of social problems (e.g., large scale emigration, extensive unemployment, financial insolvency and high rates of alcoholism). While these problems are especially severe in predominantly native communities, they are pervasive throughout the Circumpolar North. How did these conditions arise, and what can be done to alleviate them?

Mr. Flanders

GEOLOGY

Associate Professor: Raymond Coish (chair) *Assistant Professors*: Lucy Harding, Patricia Manley, Jack Schmidt (on leave all year) *Instructor*: David Elbert *Research Associate*: Thomas Manley

The Department of Geology provides students with an opportunity to experience the methods of science, using geologic examples. In addition, we endeavor to provide students who wish to pursue the field of geology with the opportunity to acquire basic knowledge and principles which will equip them for further professional training. With the Green Mountains to the east, and the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field–oriented and laboratory supported inquiry of problems in all facets of earth science, especially petrology, tectonics, oceanography, geomorphology and environmental geology. Students are encouraged to develop ways of actively examining and interpreting observational data. Since Vermont is a classic area for study of mountain system evolution, one general theme of the program is to relate geological process to the origin and evolution of global tectonic patterns, integrating data from the world's oceans and continental areas. Geology majors have used their Middlebury degree as a stepping stone to graduate school in geology, to industry, to a teaching career or to careers in business, law or architecture.

The department's introductory courses include: Earthquakes and Volcanoes (GL 104), Environmental Geology (GL 112), The Ocean Floor (GL 142), Elements of Oceanography (GL 161), Global Tectonics (GL 170), and Geochemistry of the Natural Environment (GL 296). These courses introduce students to active research in geology and oceanography and are vehicles for acquiring the basic understanding of processes which have shaped the earth. Students can enter the geology program through any of these courses, and may then concentrate in these or other areas depending on where their interests develop.

Students are expected to have completed at least one introductory level course

before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced courses (200 and 300 series). Senior seminars (400 series) are designed to encourage independent study of specific topics. No specific course (except the senior thesis and a 400 level seminar) is required. However, Bedrock Geology of Vermont (GL 201) and Mineralogy (GL 211) are strongly recommended for students majoring in geology. GL 201 and GL 211 should be taken prior to, or at least concurrently with, courses at the 300 level. Work in the geologic sciences culminates in a two-unit senior thesis (GL 700) that consists of original research based on field and/or laboratory investigations by the student. Geology students have considerable flexibility in planning their programs.

Requirements for the Geology Major: The program for a geology major consists of eleven courses within the department. These must include a 400 level seminar and two units of GL 700 (Senior Research) and may include no more than two courses at the introductory level. Interdisciplinary study is encouraged, and a maximum of three non-introductory level courses in cognate sciences may be counted toward the eleven-course requirement for the major.

Students planning to major in geology are required to complete four courses, (not all in one department) in the cognate sciences of biology, chemistry, mathematics and computer science, and physics. Geology graduate schools require additional cognates. These cognates include, at the minimum, a year of calculus (MA 112, MA 113), chemistry (CH 103, CH 104) and physics (PH 109, PH 110). Students should consult with their advisors for selection of specific courses.

Departmental Honors in Geology are given only for outstanding contributions in original research, and are in no way related to grades in courses, etc., except within the guidelines of the College *Handbook*.

FIRST YEAR STUDENT SEMINARS

In 1991-92, see First Year Student Seminar listings for a description of the following course(s). In 1992-93, see separate publication describing the First Year Student Seminar Program.

FS 010 The Geologic Landscape Fall
Mr. Coish

GL 104 Earthquakes and Volcanoes Spring

Why did Mount St. Helens erupt? When will the next great earthquake occur in California? Designed for non-majors, this course deals with the two greatest natural hazards. Topics include recent case histories, the plate tectonic causes for volcanic eruptions and earthquakes, and the art and science of forecasting natural disasters. The course also will explore the rapid evolution of scientific ideas that have led to a coherent theory on all geological processes affecting the planet Earth. 3 hrs. lect. (Students who have completed GL 170 are not eligible to register for GL 104.) Mr. Coish

GL 112 Environmental Geology Spring

Geologic processes affect society and must be considered when making environmental decisions. This course uses discussion, lecture, lab and field format to introduce and come to a consensus on problems relating to soil erosion, ground and surface water, supply contamination of soils and water, floods, subsidence, landslides, earthquakes, volcanism, coastal erosion and energy sources. Indoor labs study groundwater and environmental planning. Field labs map the Bristol delta and the Weybridge Slump. 3 hrs. lect. and disc., 3 hrs. lab/field trips. Ms. Harding

GL 142 The Ocean Floor (CW) Spring

Have you wanted to view the ocean floor from a submersible? It's a dark but dynamic place. The constant interchange between water and sediments has created sedimentary drifts and mudwaves over 500 feet high! Earthquakes cause underwater mud avalanches which travel over 60 MPH. Hydrothermal vents along the ocean ridges host a variety of unusual plant and animal life. This course will explore the ocean depths via the classroom and will introduce the development of ocean basins and their evolution. 3 hrs. lect., 1 hr. disc. Ms. Manley

GL 161 Elements of Oceanography Fall

Oceanographic exploration is introduced through study of ocean basins and continental margins. The multi-disciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to address contemporary problems. Techniques of data collection are taught aboard the College's research craft, as part of continuing research on the evolution of Lake Champlain. 3 hrs. lect., 3 hrs. lab/field trips. Mr. Manley

GL 170 Global Tectonics Fall

Sea–floor spreading and continental drift, origin and evolution of mountain systems, and concepts of plate tectonics are viewed in light of recent advances in the geology and geophysics of ocean basins and continents. Laboratory: field problems in Vermont geology; interpretation of geologic maps, regional tectonic synthesis. 3 hrs. lect., 3 hrs. lab./field trips.

Ms. Manley

GL 201 Bedrock Geology of Vermont (CW) Fall

This course is designed to introduce students to the fascinating geology of New England. Six field problems (combining class and lab time) to local areas are supported by lectures on classification and meaning of rocks. Emphasis is on descriptive writing and on use of data to interpret origin of rocks. Last few labs are an introduction to fossils. Culminates in a written report on the geological evolution of Vermont. 3 hrs. lect., 3 hrs. lab/field trips. (One geology course) Ms. Harding

GL 211 Mineralogy Spring

This course covers the nature, identification, composition, and meaning of minerals and mineral assemblages. Introduction to crystallography, optical mineralogy, X–ray analysis and electron microprobe analysis. Laboratory: study of minerals in hand specimen and thin section; use of X–ray diffraction and electron microprobe in mineral analysis. 3 hrs. lect., 3 hrs. lab. (One geology course)

Mr. Elbert

[GL/GG 251 Geomorphic Processes]

[GL/GG 255 Surface Water Resources and Development]

GL 296 Geochemistry of the Natural Environment

Spring

The Earth is a dynamic, tectonic machine with complex relations between physical and chemical systems. These relations form a cornerstone to understand environmental concerns like acid rain, groundwater contamination, asbestos and radon hazards, and disposal of radioactive waste. This course is designed for science students interested in these subjects and desiring a geochemical framework for their study. Lectures will focus on global element distribution, crystal–chemical behavior, mineral solubility, and chemical weathering. Labs will focus on case studies of surface– and ground–water chemistry, asbestos hazards, and proposals for radioactive waste storage. (A year of cognate science is the prerequisite.) 3 hrs. lect., 3 hrs. lab. Mr. Elbert

GL 321 Sedimentary Rocks

Spring

An overview of the tools used in determining plate tectonic settings of sedimentary rocks. Lectures cover depositional systems and facies relationships, stratigraphic principles, origin of sedimentary structures and textures. Labs and field trips include methods in sedimentary basin analysis, sedimentary petrology. 3 hrs. lect., 3 hrs. lab/field trips. (GL 201 or GL 211) Ms. Harding

GL 322 Igneous Petrology Fall

An inquiry into the origins, tectonic settings, and evolution of magmas, utilizing field data, mineralogy, phase equilibria, and geochemistry of igneous rocks. Laboratory will include field studies in Vermont and adjacent New York as well as extensive thin section studies of rock suites chosen to illustrate the varied petrogeneses of igneous rocks. 3 hrs. lect., 3 hrs. lab. (GL 211) Mr. Coish

[GL 332 Metamorphic Petrology]

GL 342 Marine Geology Spring

The oceans cover over 70% of the Earth's surface, but only in the last few decades has extensive investigation of the geology of the Earth beneath the sea been possible. This course will present the results of these continuing investigations. Although the whole field of marine geology will be reviewed, the emphasis will be on marine sediments and sedimentary processes, and the historical geology of the oceans. Laboratory: synthesis of geological and geophysical data concerning a selected region of the ocean, with special emphasis on the results of the Deep Sea Drilling Project. 3 hrs. lect., 3 hrs. lab. (GL 161 or GL 170) Ms. Manley

GL 381 Structural Geology Fall

An overview of the behavior of earth materials in a dynamic earth. Geometric and kinematic analysis of deformed rocks. Regional tectonic setting of earth structures. Laboratory: detailed mapping and interpretation of complex structures in selected field locations; quantitative analysis and interpretation of deformation as seen on maps and aerial photographs; stereographic analysis of complex fabrics from local field areas. 3 hrs. lect., 3 hrs. lab/field trips. (A geology course or permission) Mr. Elbert

[GL 382 Geophysics]

GL 401–404 Seminars

These seminars provide experience at an advanced level in areas such as field techniques, laboratory techniques, geologic literature and geologic writing. Each course meets once a week and focuses on some aspect of geologic research. *A research seminar is required of all geology majors in their junior or senior year.* The seminars are open to others by permission.

[GL 401 Stratigraphy and Tectonics]

[GL 402 Geochemistry]

GL 403 Mountain Systems – Structural and Thermal Evolution Fall

A seminar/field research course which focuses on the internal geometries, mechanics, kinematics and thermal histories of mountain systems. Emphasis will be on current problems related to the origin of the Adirondack and Green Mountains. (Permission) Mr. Elbert

[GL 404 Modern Processes]

GL 500 Readings and Research Fall, Spring

Individual or group independent study, laboratory or field research projects, readings and discussion of timely topics in earth and environmental science. Staff

GL 700 Senior Research Fall, Spring

A two–unit senior program dedicated to original research in geological science resulting in a written thesis which must be orally defended. Staff

GERMAN

Professors: Thomas Huber (at Middlebury in Mainz), Kimberly Sparks (fall term), Van Horn Vail (spring term) *Visiting Assistant Professor*: Ursula Hardt *Lecturer*: Constance Kenna *Assistant*: Marion Harwardt

Departmental students are normally expected to take eight courses above the 200 level. Since all higher–level courses are conducted in German, completion of German 202 or its equivalent is prerequisite for acceptance into the department. The department reserves the right to administer a placement test in order to determine the course with which a student should begin study of German at Middlebury. Credit for Advanced Placement is only given for the top two scores, a high score on the departmental placement test and a placement conference with the student. The department expects that all majors will have had at least one semester in a German–speaking country by the time they spend one or two semesters at the Johannes Gutenberg–Universität in Mainz.

Prerequisites for Study Abroad: For the program in Mainz at least two courses above GN 202. Students must have junior standing by the time they begin their studies abroad. General Programs Abroad Committee guidelines apply.

There is no comprehensive examination in the senior year, but students returning from Mainz are expected to take a German course each semester.

Honors: To be a candidate for honors, a student must have an average of at least B in German. Honors work is normally done during a student's last semester at Middlebury. Students have the option of doing either an independent thesis or a project.

GN 101 Elementary German Fall

The course consists of three lectures, three drills and laboratory. The lectures pre–drill the student, i.e., students are guided through the exercises they are to prepare for the following day's drill. *Drills*: Drilling is done in groups of about ten students. Since they have been through the exercises in lecture, students are expected to display absolute and automatic control of drill assignments. Students take continuing German as their winter term course. Staff

GN 102 Elementary German Spring

Course format as GN 101. Upon completion of German grammar, reading materials and audio–visual materials will be introduced. (GN 101 plus winter term continuing German or equivalent.) Staff

GN 201 Intermediate German Fall

The course meets three hours a week in sections of about ten students. It begins with comprehensive grammar review; this is followed by a phase in which literary texts are used as a basis for further language instruction and for the acceleration of reading speed. In the final phase, progress in the language is supplemented by textual interpretation. (GN 102 or equivalent.) Staff

GN 202 Advanced German Spring

Course–format as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course

will further increase the students' fluency in spoken German and their facility in reading. Staff

(Prerequisite for all 300–level courses and higher is GN 202 or the equivalent.)

[GN 303 Stylistics]

[GN 305 The German Novelle I]

[GN 306 The German Novelle II]

GN 307 The German Novelle III Spring

Modern German short stories and Novellen, written between the late 1940's and the present, will be analyzed to trace the concerns, preoccupations, themes and literary styles of contemporary German authors. Mr. Vail

GN 310 German in Its Cultural Contexts Spring

In working with the vocabulary and syntactical structures for specific contexts, students will acquire an understanding of various aspects of contemporary German culture. Topics include the political system, the economy and the banking system, education, *Beamtentum* and the social class structure, the leisure time industry and tourism, and the media. Ms. Kenna

[GN 321 Business German and German Business]

[GN 334 Contemporary German Dramas]

[GN 338 Utopias and Science Fiction in German Literature]

GN 343 Contemporary Women's Writing in German Fall

This course will examine women writers of three German speaking nations: Austria, Germany, including the former GDR, and Switzerland. Do these women experiment structurally and linguistically in expressing personal experiences in a changing society? Are they reworking memories or are they seeking future alternatives? What do female perspectives reveal about issues like socialization, gender politics, and the reality of everyday life? Does a common language bind women of diverse political backgrounds and traditions and transcend political bounderies?

Part of each student's work will focus on a specific writer for an oral presentation and a final paper. Mrs. Hardt

[GN 350 History of Modern German Drama]

GN 356 Short Story and Diaries – World War II and Reconstruction Spring

Through literature, video and films, students will come eye to eye with Germans' personal histories and memories of World War II. After 1945, writers in the FRG adopted primarily the American short story as their literary model. Others chose the diary to investigate a past which was as much theirs as it was Germany's. The writing of Heinrich Böll, Wolfgang Borchert, Luise Rinser, Wolfdietrich Schnurre, and Wolfgang Weyrauch, among others, mirror the horrors of war and the chaos of reconstruction immediately afterwards. The course will start with Rinser's prison diary and end with filmmaker Helma Sanders–Brahms' *Germany Pale Mother.* Mrs. Hardt

[GN 401 Emergence of German as a Literary Language]

[GN 402 Establishment of German as a Literary Language]

[GN 406 Romanticism]

[GN 336 Vienna: fin de siècle]

[GN 410 German Lyric Poetry]

[GN 420 Social Drama of the Nineteenth Century]

[GN 421 Modern German Drama]

[GN 422 Post World War II Drama]

GN 430 Vienna – Culture and Literature Fall

The importance of Vienna as fact and image in the arts will be investigated by close readings of prose texts by Grillparzer, Schnitzler and Hofmannsthal. Visual rendering will include the films *The Third Man, Young Freud,* and *Kottan ermittelt.* Other topics of discussion will be: Klimt and Schiele, Freud's introductory lectures on psychoanalysis, cabaret by Qualtinger, Kreisler and others, the "Wiener Lied," etc. (Two upper–level courses or equivalent.) Mr. Sparks

GN 500 Independent Study

GN 800 Honors Project

The Middlebury Schools in Germany

The Middlebury School in Germany is located in Mainz. It is open to all qualified students, and one need not be a German major to apply. Students interested in attending the program in their junior year should consult with the dean of the Ger-

man School in the fall of their sophomore year.

The following courses were among those offered by Fachbereich 13 during the Winter–semester 1989–1990. They serve as an example of the type of courses normally offered each semester. The bulk of students' work will be in the "Deutsches Institut", but juniors, especially those majoring in departments other than German, are encouraged to take one course in an area other than language and literature, such as history, political science, economics or art history.

LECTURE COURSES:

Descriptive Linguistics
German Lyrical Poetry
The Age of Classicism
The German Novel of the 19th and 20th Centuries
Theories of Art and Literature in Early Romanticism
German Literature between 1914 and 1933

PROSEMINARS:

Introduction to Descriptive Linguistics
Introduction to Historical Linguistics
Introduction to Medieval Studies
Introduction to Literary Studies
Introduction to Comparative Literary Studies

ADVANCED SEMINARS:

Modern German Comedy
German *Minnesang*
GDR Literature
Theodor Fontane
Heinrich Böll
German Literature in Exile
Heinrich Heine

See also Division of Foreign Languages.

HISTORY

Professors: Travis Jacobs (Chair), Nicholas Clifford (on leave all year), Marjorie Lamberti, David Macey (on leave spring/fall 1992), John McCardell, John Spencer (on leave fall, winter), Neil Waters *Associate Professors*: Barbara Bellows, Don Wyatt *Assistant Professors*: Elizabeth Dore, Paul Monod, Cassandra Potts *Visiting Assistant Professors*: Nancy Beadie, James Ralph

The Department of History seeks to teach students to think and express themselves clearly, both orally and in writing, and to ask the right questions of themselves and the world around them. It believes, therefore, that training in research, critical analysis, and writing is extremely important. Many majors go on to attend professional schools, especially in law, business and international relations; several majors each year receive either an elementary or a secondary school Teaching Certificate while at Middlebury.

The Department offers broad geographic coverage, including courses in African, East Asian, Latin American, Middle Eastern and Russian History, as well as courses in American and Early and Modern European History.

The history major combines an introduction to several areas of historical knowledge with intensive training and practical work in historical research. The Department does not require a common core of knowledge that students are expected to have before they graduate; it does believe, however, that a knowledge of different areas is necessary. Each major must take before graduation at least one course in each of the following four groups: 1) HI 103 or 104; 2) HI 203; 3) a course in European History (which may include Russia/Soviet); 4) a course in the history of Asia, Africa, Latin America, the Middle East, or Russia/Soviet. The same Russian/Soviet course may not count for both requirements 3 and 4. At least one course offered toward the major must cover a period before 1800 (two courses before 1800 starting with the Class of 1993). Normally in the junior year the student will take a reading course and a research seminar, both at the HI 400 level; students going abroad may postpone the reading course but not the research seminar until senior year. An Advanced Placement grade of four or five in history may substitute for two course credits of the required total for a major or joint major in history. An AP grade of four or five in American History can substitute for HI 203 and 204. If a student with an AP grade of four or five wishes to take HI 203 for credit, he or she may do so; such a student may not, however, take HI 204 for credit. An AP grade of four or five in European History can substitute for HI 103.

Required for all History majors: At least twelve courses (winter term thesis

study will be counted, and one other winter term history course may be counted) including: courses in the four groups; at least one course from the period before 1800 (two, beginning with the Class of 1993); a reading course and a research seminar (or two 400–level courses containing **both** reading and research components); and a two–semester senior thesis. Students planning to spend all or part of the junior year abroad should consult with the Department before the second semester of the sophomore year. Students interested in combining a history major with the Teacher Education Program should ensure, through consultation with both the Program and the Department, that they will have no conflicts in their schedules. With the permission of the Department, up to two cognate courses in historical aspects of other disciplines may be counted for credit towards a major in history.

Joint Major: A student who is a joint major in history and another department must offer a total of at least eight courses in history chosen in consultation with a faculty advisor. Cognates are not allowed. A student must offer at least one course in two of the five subfields, and one course must cover the period before 1800. Ultimately, the choice of courses should depend upon the need for the student's program to achieve an intellectual coherence and integrity. Joint majors must take both a reading and a writing seminar (H level), or, in the case of the latter, an equivalent (HI 500), and must complete a two–term thesis combining the skills of both major disciplines. The Department believes that, in many cases, the requirements of a double major are only a little more difficult to fulfill and can prove much more intellectually satisfying.

Honors: A student must have at least a B (3.0) average in History Department courses, have an oral examination on the senior thesis, HI 700, and receive at least a grade of B+ on the thesis.

International Major: At least four courses, including the Research Seminar (420–430 level), on the country of study; four courses in history at a Middlebury School Abroad or an approved equivalent; a two–semester thesis (in English), plus an advanced course in the language department. Minimum of ten courses.

HI 100–399 Lecture Courses

These courses generally meet for two one–hour lectures and a one–hour discussion section (12–18 students) each week; in addition to examinations, these courses require a formal paper or its equivalent.

HI 401–419 Reading Courses

Unlike the courses below the 400 level, which are primarily lecture courses, these courses are reading seminars on particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority. (Required of history majors normally before completion of junior year.)

HI 420–430 Research Seminars

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course students write a long paper on a subject of their choosing in consultation with the instructor. Only students going abroad for the entire junior year may take the research seminar in the spring of the sophomore year. The research seminar is required of majors in their junior year and is open to others by permission. The Department may permit a student to write an equivalent research paper in a field not covered by the research seminar in order to fulfill this requirement; in this case he or she should register for HI 500, after obtaining Departmental permission.

HI 700 Senior Independent Study

All senior history majors will write a two–semester thesis under an advisor in the area of their choosing. The Department encourages students to do their theses during the fall and winter terms. Further information about the thesis is available from the Department

HI 705 Teaching Assistantship

Fall, Spring

Teaching assistance in discussion sections of certain lecture courses. Permission of the course instructor is required.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the follow-

ing course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 001 The Impact of The First World War on European Society Fall
Ms. Lamberti

FS 014 Central America: History, Crisis and Culture Fall
Ms. Dore

FS 020 America and The Vietnam War Fall
Mr. Jacobs

FS 031 A Quarrel of Two Queens: Elizabeth Tudor and Mary Stuart Fall
Mr. Tillinghast

LECTURE COURSES

HI 103 Problems of Authority Fall

European history has been largely shaped by conflicts that have erupted between authorities in the political, ecclesiastical and scientific realms. Recurrent questions have been: Where should authority lie within the state? What is the relationship between power and law? How should we reconcile the will of the ruler or the state with individual conscience? This course explores these problems of authority from the Roman Empire to the early modern period, with emphasis on issues that helped determine our modern assumptions and institutions. Stress will be placed on the interpretation of original sources, and on the relationship between fact and interpretation. (Not open to seniors) Ms. Potts

HI 104 The Revolutionary Tradition Spring

Revolutions have always attracted the attention of historians, because they provide us with unique opportunities to study societies undergoing rapid and intense change. This course will examine selected aspects of the revolutionary process, beginning with the English revolutions of the seventeenth century and continuing through the French revolutions of the eighteenth and nineteenth centuries and other non–European revolutions of the twentieth century. Each revolution will be examined within its specific social, economic, political and cultural context.
Mr. Monod, Staff

HI/CL 131 History of Classical Greece Fall

See Classics listings for description.
Mr. Hillman

[HI/CL 132 History of Rome]

HI 203 United States History: 1492–1861 (CW) Fall

A survey of American political, social, and intellectual developments. Students receiving AP credit in American history may take HI 203 for credit. Up to 15 students may use the course to satisfy the College Writing requirement.
Mr. McCardell, Staff

HI 204 United States History: 1861–1960 Spring

An overview of the revolution of modern America from the Civil War to the election of John Kennedy, with special attention to the rise of industrial capitalism and its impact upon politics, economics and social thought. A continuation of HI 203, but an independent course; there are no prerequisites. ***Students with AP credit in American history may not take HI 204 for credit.*** Ms. Bellows, Staff

HI 211 Early East Asia Fall

This course deals with the civilizations of China and Japan in the centuries before extended contact with the West. The course is more topical than comprehensive, focusing on the philosophical, religious and social values that defined and linked the cultures of the "sinic zone," and on the characteristics that made them distinct. Topics include Chinese cosmology, Confucianism, Buddhism, the Japanese creation myths, Heian society, and the emergence of the samurai. Recommended for students with little or no background in East Asian history.
Mr. Waters or Mr. Wyatt

HI 212 Modern East Asia Spring

This course examines the East Asian region from approximately 1650 to the present. Students may take this course without taking History 211, but those who do so must be willing to do some extra reading early in the semester. Students are expected to look beyond the confines of the "Western stimulus, Asian response" interpretation of East–West relations; East Asia's encounter with the West is treated as a collision of vastly different, mutually uncomprehending cultural traditions.
Mr. Waters or Mr. Wyatt

[HI 214 Society and Culture in Western Europe: 1500–1800]

[HI 215 History of Modern Europe: 1800–1900]

[HI 216 History of Modern Europe: 1900–1968]

HI 226 Modern Africa Spring

Beginning with the European powers' scramble for African territory in the last quarter of the nineteenth century, this course analyzes the evolution and behavior of nation–states in sub–Saharan Africa, with particular emphasis on the post–1960 years of independence.

Mr. Spencer

HI 238 Modern Middle East History Spring

An introduction to the history of the Middle East with an emphasis on the evolution of the Arab–Israeli confrontation. The course examines first the roots of the conflict in the Jewish diaspora, in the emergence of Islam and in the European intrusion into the Middle East. During the second half of the semester, the focus is on the Middle East generally, from the post–World War II period until today. Staff

HI/RE 240 Islam: The Classical Period Fall

See Classics listings for description.

Mr. Hillman

HI 247 Traditional Russia Spring

This course will examine the social, economic and political history of Russia, focusing on the relationship between the centralized and autocratic state and Russia's different social groups and the emergence of an autocratic and statist political culture. The course will cover the Kievan, Muscovite and Imperial periods and end with the reforms and "counterreforms" of the 1860s and 1880s and the rise of the revolutionary movement. Staff

HI 248 The Russian Revolution and the Soviet Regime Fall

Russia at the turn of the century was faced with a crisis of transition from the traditional world to the modern. The first half of this course will focus on the social, economic, and political causes of the crisis, culminating in the Russian Revolutions of 1917. The course then follows the revolution through the civil war and NEP periods to Stalin's "Revolution from Above," which was largely responsible for creating the Soviet Union as we know it. The course concludes by examining the emergence, under Gorbachev, of yet another stage in the ongoing struggle to modernize. Mr. Macey

[HI 285 Colonial Latin American History]

HI 286 Modern Latin America Fall

This survey covers Latin America in the nineteenth and twentieth centuries, with emphasis on Spanish–speaking South and Central America. The course focuses on: 1) the emergence of nation–states, 2) barriers to the development of capitalism in agriculture and industry, 3) forms of social mobilization and exclusion of Blacks, Indians, women, and the working classes, 4) the experiences of populist socialist and authoritarian movements, and 5) the economic and social crisis of the 1970s, 1980s, and 1990s. Historical examples will be drawn primarily from Chile, Peru, Guatemala, Cuba, Argentina, and Nicaragua. Ms. Dore

HI 287 Central American History: The Struggle for Change Spring

This survey explores the history of Central America from the Spanish conquest to the present. Our analysis will focus on the consolidation of despotic regimes, the impact of U.S. intervention, and the nationalist, populist, and revolutionary struggles that swept the region in the 1980s. Ms. Dore

HI 331 Imperial China Fall

The history of China from her cultural beginnings up to the conflicts with the West in the 1840s and the internal unrest of the 1850s and 1860s. Special attention will be directed toward the social, institutional, and intellectual processes — such as dynastic succession and bureaucratic centralization — that were key constituents in shaping China's traditional period of development. Mr. Wyatt

HI 332 Modern China Spring

The history of China from the mid–nineteenth century to the present. Concentration on the problems of modernization, the rise of Mao as charismatic leader, revolution and the installation of socialism, and the building of an agrarian communist nation–state. Particular consideration will also be given to the contemporary social, political, and economic conditions prevailing in the People's Republic of China. Mr. Wyatt

HI 333 Chinese Intellectual History Fall

A survey of the dominant intellectual trends in China from the establishment of

the earliest orientations to the rise of the competing schools of the fifth century B.C. to the adoption and adaptation of Marxist thought. Major early alternatives to Confucian ideology (such as Taoism, Mohism, and Legalism) will be stressed. Individuals will be scrutinized with specific reference to their historical contexts; their ideas will be discussed with specific reference to their historical implications.

Mr. Wyatt

[HI 334 The Rulers of China]
(Offered in 1992–1993)

HI 335 The History of Pre-Modern Japan Fall

A study of the cultural, literary and institutional history of Japan from the earliest times through the establishment of the Tokugawa shogunate. Major themes include the evolution of Japanese aesthetics, warrior ethics, adaptation and "Japanification" of Chinese institutions, imperial legitimacy and other concepts and processes that set Japan apart from other nations. Mr. Waters

HI 336 The History of Modern Japan Spring

The social, intellectual and institutional milestones in the evolution of Japan from about 1700 to the present. Topics include the transmutation of *bushido* (the way of the warrior) and other Tokugawa values into modern forms, the emergence of nationalism, the road to Pearl Harbor and the historical roots of the economic achievements of contemporary Japan. Readings will include selections from modern Japanese literature. Mr. Waters

HI/CL 338 Problems in Ancient History Spring

See Classics listings for description.

Mr. Hillman

[HI 339 History of Southern Africa]

HI 341 Europe in the Early Middle Ages Spring

This course covers the formative centuries in Western European history from approximately 300 to 1050. This period witnessed the transition from the world of classical antiquity to the emergence of Western Europe as a distinct and major civilization. Ms. Potts

[HI 342 Europe in the High Middle Ages]

HI 353 British History: 1603–1815 Fall

The medieval pattern of English society disintegrated in the seventeenth century. The unity of the English Church, the relationship between Crown and Parliament, even the social hierarchy, were threatened by new developments. After generations of civil war, revolution, and party strife, the eighteenth century saw the establishment of an oligarchial but more flexible order, able to withstand the challenges of radicalism and the American and French Revolutions. By 1815 Britain, at the peak of its power in Europe, was already beginning to experience tensions of industrialism. This course will concentrate on the religious, social and political aspects of these transformations.

Mr. Monod

HI 354 British History: 1815–1979 Spring

The spectacular rise and dramatic decline of Britain as an imperial and industrial power is the central theme of this course. The century after 1815 was an age of political and social reform and the apogee of middle class culture. But in 1914 the crucial problems of women's rights, of labor against capital, and of Irish nationalism remained unsolved. War and economic depression followed. The Labour Party tried, and failed, to create a social democracy out of post-war Britain. Today, empire gone and industry spent, Britain continues to provide both warning and example to the rest of the world.

Mr. Monod

HI 362 Revolutionary America: 1763–1800 Fall

A study of the origins, progress, and significance of the American Revolution. In this course we examine the diverse economies, cultures and sociologies of the American Colonies on the eve of the Revolution; the disruption of the balance of empire in the Atlantic; the ideology which guided colonists in rebellion; the changes wrought by revolution; and the first decade of nationhood under the Constitution.

Ms. Beadie

HI 364 Civil War and Reconstruction: 1845–1890 Fall

A close study of the impact of sectional conflict on American political, social, economic, and intellectual life. The course will emphasize and attempt to explain both the transforming nature of the war and the limits of reconstruction.

Ms. Bellows

[HI 367 Twentieth Century America: 1920–1950]
(Offered in 1992–1993)

HI 368 Twentieth Century America: 1950 to the Present Spring

A study of the political and social history of the United States from McCarthyism, the Korean War, and the 1950's through Kennedy's New Frontier, Johnson's Great Society, the Civil Rights struggle, Vietnam, Nixon and the Watergate scandal, to the emergence of conservatism in the 1980's with Reagan, the Iran–Contra controversy, and the Persian Gulf.
Mr. Jacobs

HI 371 African–American History Spring

This course will explore the history of the African–American people from the slave trade to the present. It will examine the process of enslavement, the nature of American slavery, the meaning of emancipation, the response to the rise of legalized segregation, and the modern struggle for equality. Special attention will be given to placing the African–American story within the context of the developing American nation, its institutions, and its culture.
Mr. Ralph

HI 373 History of American Women Spring

A study of women's thought and experience in America from the colonial through the progressive periods. We examine first the changing conditions of women's lives, paying particular attention to the material culture of the domestic world and considering themes such as changes in women's work, the status of women under the law, and creation of female cultures. We then look at how women sought to transcend the circumstances of their lives, reading the work of female writers and reformers, as well as letters, diaries and reminiscences of less visible women, such as textile workers, plantation slaves and school teachers. Ms. Beadie

READING COURSES

HI 401 The Working Class in Western Europe, 1780–1914 Fall

This seminar will study the historical development of the working class from the early stages of industrialization to the emergence of a mature industrial society. Examining the experiences of men and women in England, France and Germany, we will acquire a comparative perspective on the impact of the industrial revolution on workers' lives and the working–class family, the changing nature of working–class collective action, the emergence of trade union organizations and working–class politics, and the formation of a uniquely working–class culture.
Ms. Lamberti

[HI 402 History of Germany from 1648 to the Twentieth Century]

HI 403 Themes in Modern European History Fall

This seminar will concentrate on three major topics: the French Revolution of 1789–94 (an explosion of class conflict, or a shift in political culture?); the working–class experience of industrialization in Britain before 1850 (did the pace of industrial growth result in a class–conscious radicalism?); and the transformation of European cultural values between 1820 and 1900, when attitudes towards art, religion, sex, marriage altered markedly. Themes and methods of recent research will be examined to reach a better understanding of how history is written. The course can help identify research topics for students who are planning to major in European history. Mr. Monod

HI 404 Readings in Russian and Soviet History Fall

Each year, this course will concentrate on the detailed study of a single topic or period in late imperial, revolutionary, or Soviet history. Possible subjects are Stalin and Stalinism, the Russian Revolution, Soviet society, etc. For this year's focus, consult the course supplement at registration.
Mr. Macey

HI 405 Readings in American History Fall

This seminar explores the protest impulse in American history. Three major episodes of mass protest will receive special attention: the American Revolution, the Populist revolt and the modern civil rights movement. Emphasis will be placed on evaluating different approaches to the study of collective action; understanding the social, political and cultural contexts from which protest movements developed; and uncovering what protest movements reveal about the nature of American society and politics. Mr. Ralph

HI 406 Readings in American History Fall

The seminar will focus on America during the crucial years of Franklin D. Roosevelt, Harry S. Truman, and Dwight D. Eisenhower. It will examine different historiographical views of their leadership and of America from the Great Depression and New Deal through World War II, the Cold War, and the 1950's. Mr. Jacobs

HI 407 Readings in American History Spring

The First New Nation: a close look at the formative years of the American republic, 1789–1815, and the ways in which successive generations of historians have dealt with the major issues of the period. Readings will include primary sources and literary materials, as well as secondary sources. Mr. McCardell

HI 408 Readings in African History Spring

A study of colonialism in sub–Saharan Africa based on novels and associated background readings, with an emphasis on oral, as well as written, presentations. Authors include Chinua Achebe, Joseph Conrad, J. M. Coetzee, Nadine Gordimer, Sembene Ousmane, and Ngugi wa Thiongo. Mr. Spencer

[HI 409 Revolution and Rebellion in Modern China]

HI 410 Constructing Latin American Women's History Spring

This seminar explores the transformations in gender relations in Latin America from the pre–Columbian empires to the present, emphasizing recent history. We will investigate the changing nature of patriarchy in Latin American societies and the construction of gender roles, both female and male. We will analyze the effects of agrarian transformation, industrialization, revolution and reaction on women of different classes, races, and cultures. Readings will include historical, anthropological, testimonial and literary texts, as well as films. Ms. Dore

[HI 411 The Historical Roots of the Central American Crisis]

HI/RE 412 Dissent and Orthodoxy in the Christian Tradition Fall

In his time, Martin Luther was accused of merely "renewing the errors" of medieval heretics. Although appreciated by contemporaries of the Protestant Reformation, the continuity of religious dissent from the thirteenth to the sixteenth centuries has been largely obscured by the traditional periodization of European history into the Middle Ages, the Renaissance and the Reformation. The purpose of this seminar is to reconsider that continuity, tracing the rise of anticlericalism, mysticism and religious dissent in western Europe from the late Middle Ages to the Reformation. (Permission) Ms. Potts

HI 413 A Comparative Social History of Nazi Germany and Fascist Italy Spring

The class will study the rise of the Fascist and Nazi movements in relation to the social and political situation in both countries and the attitudes and behavior of ordinary men and women under the dictatorships of Hitler and Mussolini. What kinds of people, and for what specific reasons, were drawn to the cadres and the electorate of both movements? What subcultures proved to be relatively resistant? How far did both dictatorships bring about a transformation of social and political values? Did their impact on the social and economic structure turn out to be revolutionary and modernizing or reactionary and anti–modern? Ms. Lamberti

HI 414 The Jews in Modern Europe, 1760–1914 Spring

A study of the process through which the Jews, isolated on the fringe of society until near the end of the eighteenth century, integrated into the mainstream of European life. How did the Emancipation – the achievement of the rights of citizenship – and the process of assimilation transform the existence of the Jews? How did they deal with the problem of adapting to their Christian surroundings and retain at the same time a distinctive Jewish identity? How were ancient anti–Jewish prejudices refashioned into new stereotypes? The course ends with a study of the rise of Zionism. Ms. Lamberti

[HI 415 The Vikings]

HI 418 The United States and Japan: the Peculiar Relationship Spring

Since Commodore Perry's arrival in 1853, Japan and the United States have been unable to see each other objectively, and each country has gone through alternating cycles of admiration and detestation in its view of the other. Through readings and discussions, participants in the course will try to understand the historical development of what former Ambassador Mike Mansfield terms, with pardonable bias, "the most important bilateral relationship in the world, bar none." Because the course includes both reading and research components, it can count, when applicable, as either a research or a readings seminar; choice is made by the student. Mr. Waters

[HI 419 Pearl Harbor and Hiroshima]

RESEARCH SEMINARS

HI 420 Writing and Research in European History
Spring

Students enrolled in this course, which emphasizes the acquisition of research, organization and writing skills, will be able to select topics from within the full range of social, economic, political and intellectual problems in post–1600 European history. Each student will be required to produce a research paper based, as far as possible, on primary sources (in translation, where necessary). During the fall semester, HI 500 may be taken by students going abroad for the spring term.
Mr. Monod

HI 422 Writing and Research in American History
Fall, Spring

The course, taught by the American history staff, emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American history will fulfill the research seminar requirement except with permission.
Staff

[HI 424 Writing and Research in Non–Western History]

HI 426 Writing and Research, China Spring

This seminar is designed to familiarize the student with the fundamental approaches to and methods for the study of China from the perspective of the social sciences. Research topics will be selected through group and individual consultation with the instructor, with the goal of enhancing basic analytical and compositional skills. Course readings will be of an interdisciplinary as well as historical nature; since methods materials will be drawn from Chinese as well as English–language sources, some training in the foreign language is encouraged but not required.
Mr. Wyatt

[HI 427 Writing and Research, Japan]

[HI 428 Writing and Research in Latin American History]

HI 430 Writing and Research, Medieval and Early Modern Europe Spring

This seminar is designed to provide an introduction to the principal sources and methodologies of European history to 1600. Students will select specific topics from within the broad framework of the period and submit research papers based on the analysis of primary and secondary sources.
Ms. Potts

HI 500 Special Research Projects Fall, Spring

HI 500 projects during the junior year may be used to fulfill the research seminar requirements. (Permission)
Staff

HI 700 Senior Independent Study Fall, Winter, Spring

HI 705 Teaching Assistantship Fall, Spring
(Permission)

INDEPENDENT SCHOLAR PROGRAM

The IS 800 thesis is a cumulating experience for the Independent Scholar Program. IS 800 is an attempt to bring together the course work which the student has completed and to incorporate all aspects of the study into one final work. Students applying to be an Independent Scholar are asked to provide an indication of possible IS 800 projects. However, students are able to change the topic of their IS 800 project in order to respond to new interests and information which they learn during the course of their study.

The thesis is undertaken for 1 or 2 terms. Students who wish to be considered for honors must work with a thesis committee. Others may choose to work with an individual faculty member, usually the student's advisor. There exists considerable flexibility in the choice of thesis projects. For example, with permission from the thesis committee, a student in the performing arts might want to incorporate a dance performance, musical composition or some other feature as part of his or her course of study.

Honors: Independent Scholars must meet minimum GPA requirements in order to be eligible for honors. Honors will be determined on the basis of course grades, and the thesis grade. A minimum average of B+ in course grades and a minimum grade of B+ on the thesis is required for honors. In determining the numerical average of course grades, all Middlebury courses will be counted. Minimum thesis grade averages for each level of honors are: Highest Honors: A+; High Honors: A or A–; Honors: B+.

INTERNATIONAL MAJOR

Advisor: Edward C. Knox (Director of the Language Schools)

This is a major in an area other than a language or literature, and includes advanced courses taken in the discipline at one of the Middlebury Schools Abroad (France, Germany, Italy, Soviet Union and Spain) or an approved equivalent, depending on the availability of such courses. See above, *Programs with Majors*, and individual department descriptions.

INTERNATIONAL POLITICS AND ECONOMICS

Director: Michael P. Claudon, *Fred C. Dirks Professor of Economics and Political Science*

The International Politics and Economics major offers an interdisciplinary approach to the study of international affairs. The major includes extensive course work in economics and political science with an emphasis on international issues, and a year of overseas study in a foreign language (in some cases one term is permitted). This year abroad establishes the student's *regional concentration.*

Requirements for the Major: Courses preceded by an asterisk must be completed at Middlebury. Others may be satisfied during the year or term of study abroad. One statistics course is strongly advised (EC 210 or equivalent).

A. Three Courses in Political Science or Cognate Fields:

Required (it is recommended that these be taken before the student goes abroad):

*PS 101	Introduction to Political Science *or*
*PS 107	Politics and the Studies of Politics *plus*
*PS 103	Introduction to Comparative Politics *and*
*PS 201	International Politics

B. Four courses in Economics:

EC 150	Macroeconomics
EC 155	Microeconomics

Two of the following three courses must be taken:

*EC 210	Economic Statistics
*EC 350	Macroeconomic Theory
*EC 355	Microeconomic Theory

C. Year or Term of Study Abroad. This requirement will normally be completed at one of the Middlebury language schools, or in the approved Chinese or Japanese programs. The program would be taken in the foreign language most appropriate to the student's regional concentration. Students in International Politics and Economics must complete their normal standard linguistic competence before going abroad. Students are encouraged to spend their entire junior year abroad.

D. Regional Concentration

IPE students are expected to be familiar with a country or region. The year abroad serves this purpose. In addition, the student must take two courses relevant to the regional concentration from anthropology, geography, history or political science. One of these can be satisfied by the seminar requirement (see next item).

E. A seminar in Political Science and a seminar in Economics. Majors are normally expected to use their foreign language in their seminar research.

PS 404	Seminar on the Global Political Economy
PS 405	Seminar on the Causes of War
PS 406	Seminar on Western European Politics
PS 407	Seminar on United States-European Relations
PS 408	Seminar on United States-Soviet Relations
PS 412	Seminar on Diplomacy
PS 414	Seminar on the Politics of the Soviet Union and East Europe
PS 415	Seminar on the Latin American Politics: At the Crossroads of Gender and "Development"
PS 430	Seminar on the United States and Asia
EC 416	International Business
EC 425	Seminar in Economic Development
EC 430	Comparative Reform in Planned Economies
EC 440	The Economics of International Trade
EC 445	International Finance

Honors: Students who seek Honors in International Politics and Economics may substitute thesis work for one of the required seminars. Entry to honors requires at least a B+ average in IPE courses. Honors candidates must have an advisor in both Political Science and Economics Departments and must submit a thesis proposal to the program director prior to the term in which the thesis work is to begin. If the proposal is approved, the student may register for IP 700 (Senior Thesis) for one regular term plus a winter term. As an alternative, the student may follow the same procedure and register for IP 500 and do an independent study paper or project over one term. In this case the category "highest honors" would not be awarded. After an oral examination, honors are conferred or denied on the basis of the grade achieved on the student's written exercise and the average grade received in Middlebury courses in economics and political science.

ITALIAN

Associate Professors: Ugo Skubikowski, Patricia Zupan *Assistant Professor*: Nicoletta Tinozzi *Visiting Lecturer*: Sandra Carletti

The Italian major at Middlebury, offered under the department of Spanish/Italian, recognizes the students' desire and need to use a foreign language, to make it a part of them and of their future professional life. With this practical end in mind, after two years of study, students will have a command of Italian which will enable them to make use of the language in a variety of disciplines. Upon completion of the two–year sequence, students may be sufficiently prepared to participate in the School in Italy. Students may be required to participate in the Italian School before final acceptance to the School in Italy. The final decision to waive participation in the Italian School rests with the Dean of the Italian School. In Florence, students will use Italian to study not only literature, but also subjects which include art history, political science, history, and film. The School in Italy makes it possible to complete requirements for a full major, to fulfill the joint major or the international major in many disciplines.

For those who prefer to remain on campus in their junior year, we offer a two–part survey in major literary figures, movements, and periods, and in modern culture. Senior Seminar credit may be obtained through 400–level courses. Under special or necessary circumstances, the faculty direct independent research projects and/or tutorials.

The Major: The Italian major requires a total of not fewer than eleven units beyond IT 101–103, including Senior Seminar credit. Seniors are expected to enroll in one advanced course in each semester of their senior year (including Senior Seminar credit). All majors are normally expected to spend the full year at the School in Italy. To apply for the Junior Year in Florence, a student must complete IT 252. We reserve the right to require a student to attend a preliminary summer in Vermont if, in our judgment, preparation in Italian is insufficient. The academic year in Florence begins in September when full–year juniors enroll in language and literature courses at the *Sede*, and choose one elective from the regular course offerings at the University of Florence. Juniors may enroll for both the fall and spring semesters at the *Sede* and audit classes at the university if they so desire. Students who enroll in the School in Florence for the full year may transfer a maximum of 4 units.

Joint Major: The Italian component of a joint major will consist of at least seven units beyond IT 101–103 including Senior Seminar credit. A Joint Major is expected to spend one semester at the School in Italy, either during the fall or spring semester. For senior work requirements see the following section.

Senior Work: All majors are required to enroll in a course for which they will receive senior seminar credit; the requirement may be fulfilled by enrolling in a 400–level course offered by the department for IT 750 credit. In the latter case, students must consult with their advisors to determine which course would be most appropriate. Normal expectations for senior work include a research paper of no less than twenty pages.

Joint majors are required to complete senior work integrating Italian with the other chosen specialization. We request that students propose and delimit their topics and enlist the support of professors of the other discipline well in advance of the project's completion during the senior year.

Honors: See description under IT 755, below.

MIDDLEBURY COLLEGE SCHOOL IN ITALY

The following is a list of courses that will be offered to Juniors in 1991–92 at the School in Italy:

Advanced Language Practice I and II

Survey of Medieval and Early Renaissance Italian Literature

Art in Italy Before the Renaissance

Florence and the Birth of Modern Civilization

Art in Florence in the 15th Century

Introduction to High Renaissance and Mannerism

Aspects of the Nineteenth and Twentieth Century Italian Literature

Contemporary Italian History

Introduction to Italian Cinema

If attending for a full year, students are normally expected to select one course at the University of Florence. We feel strongly that the experience abroad for full-year juniors is incomplete without a course at the University of Florence. Listed below are some courses in which full-year juniors were enrolled in 1990–91:

International Economics

History of Church Doctrines

Medieval Sienese Art

Museology

Montale and 20th Century Italian Literature

Myth in Contemporary Literary Criticism

Italian Opera 19th–20th Century

IT 101 Intensive Beginning Italian Fall

An introduction to the Italian language which provides a foundation in both spoken and written Italian. Focus on the spoken language encourages rapid mastery of the basic structures and vocabulary of contemporary Italian. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Students are required to participate in the Italian table. Ms. Carletti
Mr. Skubikowski, Ms. Zupan

IT 102 Intensive Beginning Italian Winter

A continuation of IT 101, required for enrolling in IT 103.
Mr. Skubikowski, Staff

IT 103 Intensive Beginning Italian Spring

Emphasis on increased control and proficiency in the language through audiovisual, conversational and drill methods. Short reading selections from contemporary works and discussions enlarge the student's view of Italian life and culture. (IT 101 or equivalent. IT 102 required.) Students continue to participate in the Italian table. Ms. Carletti
Mr. Skubikowski, Ms. Zupan

IT 251 Intermediate Italian: An Introduction to Contemporary Italy Fall

A review of the structure and vocabulary of Italian in the context of an introduction to contemporary Italian civilization. Conversation and compositions will be based on readings selected from Italian newspapers, news magazines, essays, and literature. (IT 103 or equivalent.)
Mr. Skubikowski, Ms. Tinozzi

IT 252 Advanced Italian: Readings in Contemporary Prose Spring

Readings in modern and contemporary literature, discussions and compositions illustrate the richness and complexity of the Italian language. Materials for the course include selected works on contemporary writers chosen to introduce the genres, themes and terms of literature. (IT 251 or equivalent.)
Ms. Carletti, Ms. Tinozzi

[IT 290 Dante (in English)]

IT 295 Voices and Visions of Italian Americana (CW) Fall

By reading essays, poetry, and fiction and by viewing films of both Italian-American and Italian artists, in this writing-intensive course we will assess how writers and film artists dramatize continuities and discontinuities between the Italian and the American cultures from the 1950's to the present. We will individuate from Italian works elements of the source culture, such as Catholicism, gender roles, and small-town life, which extend into Italian-American works. In considering a widely representative group of male and female writers and filmmakers, we will discuss how American artists challenge ethnic stereotypes. Ms. Zupan

IT 298 Italian Cinema and Culture Spring

This course will offer a survey of the development of Italian cinema and culture from Neo–Realism to the present. In considering both films and prose, we will focus on the interrelation of Italy's major literary, artistic, political, and social movements during that period. Ms. Tinozzi

IT 354 Epoche della Letteratura Italiana I: Introduzione al Periodo Moderno Fall

This course acquaints students with the major nineteenth and twentieth century works and movements and develops the students' linguistic, critical and analytical skills. The readings will introduce literary genres within a chronological framework. Special emphasis will be placed on the skills of writing in Italian. Ms. Carletti

IT 355 Epoche della Letteratura Italiana II: Introduzione al Medioevo e al Rinascimento Spring

Students will continue to develop critical and analytical skills through a careful reading of excerpts from the literary masterpieces of the Italian Middle Ages and the Renaissance. Beginning with Dante's poetic predecessors, we will then consider late medieval prose and poetry through a selective reading of Dante, Boccaccio and Petrarch. After examining literary Humanism, we will analyze the major themes of Italian Renaissance literature to Machiavelli. Ms. Zupan

IT 459 Modern Italian Literature and Culture Fall

This course will trace social, political, and cultural developments in Italy during the Fascist Era through the works of selected writers. A close examination of the texts by traditional means will be complemented by the use of newer critical methodologies where appropriate. Authors considered will include Vittorini, Levi, Pavese, Silone, Cassola, Bassani, and Ginzburg. Additional readings will include Croce, Gentile, Gramsci, Eco, and Segre. Ms. Tinozzi

IT 490 Dante in Italian Spring

After an introduction to the Middle Ages we will examine examples of Provençal courtly love poetry. We will then consider Dante's poetic predecessors in Italy through poems of the Sicilian School and the Dolce Stil Nuovo, leading to Dante's youthful work, the *Vita Nuova*. A close reading of the *Inferno* will be the focus of the course. Students will be required to give several oral presentations and to complete a research paper that includes critical material. Mr. Skubikowski

IT 550 Independent Study Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

IT 750 Senior Seminar Fall, Winter, Spring

IT 755 Senior Honors Project Spring

I. Honors Thesis for Italian majors

Requirements:

1. A student with a departmental average of B+ or better may initiate the procedure for an Honors Thesis proposal.

2. The student must have a topic which he/she wants to develop into an Honors Thesis.

3. The topic should derive from studies and experiences in Italian at Middlebury.

4. The student submits a thesis proposal with a bibliography to a prospective advisor in the department by ***November 1st***.

5. If the subject matter is deemed viable by the advisor, the proposal will be reviewed by the department.

6. Students will be notified of their grade in the senior course the week after Christmas.

7. Final proposals are to be submitted by the second Friday of winter term.

8. The due date for the first draft of the thesis is April 1st.

9. The due date for the final copy of the thesis is the last day of classes.

10. The department nominates a second reader for each thesis project. The second reader will participate in a correction of and commentary on the first draft. The two readers will agree on the grade for the final draft. In case of a discrepancy, the department chair makes the final decision.

II. Written Comprehensive Examinations for Italian Majors

A. Rationales: The examination option allows the student to cover a wide range of topics, historical periods, and genres, and to fill in gaps not covered in his/her courses.

B. The Examination:

1. A student with a departmental and overall academic average of B+ and senior work of B+ or better may initiate the procedure for a Comprehensive Examination.

2. The student must submit a request to the advisor by November 1st. The student will then discuss with the advisor a plan of study consisting of the following: A discussion of the reading list, a reading schedule, and a schedule of meetings with the advisor and/or other department members, according to the latter's specializations.

3. The written exam will be taken on or before April 15. Each department member will submit a question according to his/her specialization.

4. The Italian section of the department nominates a second reader for each examination, and the two readers agree on the grade. In case of a discrepancy, a third reader will offer an opinion.

5. In case of failure on the Comprehensive Examination, the student may receive credit for IT 500, contingent upon the approval of both readers and the chair or section head.

See also Division of Foreign Languages.

JAPANESE

Associate Professor: Nobuo Ogawa *Assistant Professor*: Kyoko Takashi *Visiting Instructors*: Carole Cavanaugh, Hiroko Yanagida

The Japanese program offers training at four levels in modern Japanese (Tokyo common/standard speech). This language sequence is designed to help students in various disciplines acquire basic communication skills in Japanese for the achievement of their academic and career goals. Considerable attention is given to grounding this language training within the appropriate cultural context.

In addition to language courses, the Japanese Program offers courses on Japanese literature in English translation. These literature courses are open to all interested students. Courses on Japan offered in other departments may be found listed under the East Asian Studies major.

Qualified students of Japanese are encouraged to spend the junior year studying in Japan in one of several approved programs. These programs offer English-language courses on Japan in the various disciplines as well as Japanese language training. Students may also accelerate their language study by attending the Japanese School, Middlebury's intensive summer program. Those interested in either the study-abroad or summer program should consult with the Japanese Program chair before registration for the fall semester of the sophomore year.

At this time, the Program does not offer a major. Japanese students may, however, major in the interdisciplinary East Asian Studies Program or major in one of the disciplines with a concentration in Japanese.

LANGUAGE COURSES

JA 101 Beginning Japanese Fall

An introduction to the modern Japanese language aimed at acquisition of the four basic skills — speaking, listening comprehension, reading, and writing. The emphasis is upon thorough mastery of the basic structures of Japanese through intensive oral-aural practice and extensive use of audio-visual materials. The two *kana* syllabaries and *kanji* (characters) will be introduced toward the goals of developing reading skills and reinforcing grammar and vocabulary acquisition.

Mr. Ogawa

JA 102 Beginning Japanese

Winter

A continuation of the fall winter term. Required for JA 103. (JA 101 or equivalent)

Mr. Ogawa

JA 103 Beginning Japanese

Spring

A continuation of the fall and winter terms with the introduction of more advanced grammatical structures, vocabulary, and characters. The continuing emphasis of the beginning Japanese course will be upon acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese socio-cultural context. (JA 101, JA 102) Mr. Ogawa

JA 201 Intermediate Japanese Fall

The goals of the intermediate course are to develop the ability to understand conversational Japanese at natural speed, to express oneself accurately and smoothly in various situations, to read non-technical materials at reasonable speed with the

use of the dictionary and to express oneself in writing with relative ease. Understanding of Japanese culture will be broadened and deepened through mastery of the materials of the course. (JA 103 or equivalent)
Ms. Takashi

JA 202 Intermediate Japanese Spring
Continuation of JA 201. (JA 201 or equivalent) Ms. Takashi

JA 301 Advanced Japanese Fall
The advanced course aims at further increasing the student's proficiency in modern standard Japanese, both spoken and written. Oral presentation and discussion and composition in Japanese are important components of the course. A variety of written and audio–visual materials will be used to consolidate and expand mastery of more advanced grammatical points and vocabulary. (JA 202 or equivalent) Mr. Ogawa

JA 302 Advanced Japanese Spring
Continuation of JA 301. (JA 301 or equivalent) Mr. Ogawa

JA 401 Advanced Reading Fall
Training in: 1) reading specialized materials, 2) newspaper reading, 3) use of Japanese reference materials, 4) translation technique. (JA 302 or equivalent)
Ms. Cavanaugh

JA 402 Advanced Reading Spring
Training in: 1) reading specialized materials, 2) newspaper reading, 3) use of Japanese reference materials, 4) translation technique. (JA 302 or equivalent)
Ms. Cavanaugh

JA 475 Advanced Reading in Japanese Studies
Fall, Spring
Primarily for most advanced students in Japanese. Student is to read materials of a particular discipline and discuss it in Japanese with the instructor. 3 hrs./week (Permission only; may be repeated)
Staff

LITERATURE COURSES

JA 216 Traditional Japanese Literature in Translation Fall
An introduction to the forms of Japanese literature from ancient times to the late Middle Ages, including poetry, narrative prose and drama. The tension and interplay between spontaneous expression and the impetus toward formalization will be discussed through readings of poems, folk tales, diaries, fiction and *Noh* plays. Works will be read and discussed in English. Ms. Cavanaugh

JA 220 The Novel and the Novelist in Modern Japan (in English) Spring
An examination of the impact of European models on the literature of Japan after 1868. The course will focus on the transition from prose–for–entertainment in the late feudal period to the serious fiction of the modern era. The struggle of Japanese writers to come to terms with the demands of the European novel while inventing a uniquely Japanese, colloquial literature will be discussed through readings in translation of representative works.
Ms. Cavanaugh

JA 226 Japanese Fiction: Image and Idiom (in English) Fall
An examination of some of the major works of modern Japanese fiction and their cinematic interpretation. Each short story or novel will be read and discussed, followed by a viewing and discussion of its film adaptation. How the Japanese interpret their literature, the problem of "translation" from medium to medium and differences in story–telling technique between fiction and film are some of the topics to be discussed. Works will be read in translation and films will have English subtitles.
Ms. Cavanaugh

JA/TH 237 Japanese Cinema
Spring
See Theatre, Dance and Film/Video listings for description. Mr. Grindon

PROGRAM IN LITERARY STUDIES

Director: Stephen Donadio

The Program in Literary Studies draws upon the combined resources of the individual language and literature departments, and provides undergraduates with access to the literature curriculum as a whole; as a consequence, it enables them to achieve a broad awareness of a variety of major western literatures of different periods (in addition to the literature of China), while at the same time requiring them to demonstrate a mastery of a single body of literature (e.g., works limited to a particular language, period or genre).

The overall design of the program is simple. Each Literary Studies major is re-

quired to take a total of fifteen courses in literature during his or her four years at Middlebury College. No more than six of these courses may be taken within a single department, and no more than ten in either the Humanities or Foreign Languages Division, but in general the courses may be selected from the literature of any language and of any period; they can be wide-ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major he or she will be obliged to take: (a) two courses from the list below – one generally historical, one generally theoretical in its orientation – as prerequisites for entry into the program, (b) one course at the 300-level in a foreign language (including Greek and Latin), and (c) a colloquium for majors to be taken during the fall semester of the senior year. In addition, the student should be aware that, in conjunction with an independent reading course for which he or she will be enrolled during the fall semester and winter term of the senior year, he or she will be scheduled to take a one-hour oral examination in the area of specialization (as described below) at the end of the fall semester, to be followed by a five-hour written comprehensive examination at the end of winter term.

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the list of authors whose works are actually covered on the comprehensive examination in any given year is limited to twelve. These twelve authors will vary from year to year, but they will not be specified in advance.

The following current list will give the student a general sense of the range of works which it is presumed he or she will be prepared to discuss at some length:

Homer	Calderon	Lu Xùn
Aeschylus	Lope de Vega	Gogol
Sophocles	Borges	Dostoevsky
Vergil	Molière	Tolstoy
Ovid	Baudelaire	Shakespeare
Lucretius	Proust	Milton
Dante	Goethe	Wordsworth
Boccaccio	Kafka	Joyce
Pirandello	Mann	Emerson
Cervantes	Wang Wei	Melville
Tirso de Molina	Cao Xuequin	Faulkner

In addition to works by authors whose names appear on this primary list, in the course of the comprehensive examination each Literary Studies major will be expected to demonstrate an acquaintance with the Old and New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelation, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Marx and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Donadio, director of the program.

Beyond the two courses required for entry into the Program (which may be counted toward the major), the 300-level foreign language course, the senior year colloquium and independent reading course, and the total of fifteen courses, the general, defining requirement for the Literary Studies major is the comprehensive examination, the overall content of which will be known to the student at the start of the undergraduate career. But in the process of completing this general literature requirement, the student will also be expected to complete a specialization in the literature of a particular culture (e.g., German, English, American, classical), or period (e.g., the eighteenth century), or genre (e.g., the novel). The specific authors and texts selected by the student for each such specialization will be approved by the Director in conjunction with the two examiners – where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. Thus, in the fall semester of the senior year, before completing the five-hour written comprehensive examination, the student will take a one-hour oral examination in the area of specialization; this examination will be administered by two faculty members, one from each division (Humanities and Foreign Languages).

After completing all the specified requirements, the student will be graduated from Middlebury College as a Literary Studies major with a specialization: for example, in classics, or lyric poetry, or the nineteenth century. Should he or she wish to pursue graduate study, depending on the nature of his or her interests and preparation, the student might choose to

do so in such fields as English or American literature, comparative literature, or a specific foreign language; in addition, he or she would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for Honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of a senior essay of thirty to forty pages to be completed during the spring semester of the senior year (this project counts as one course); a one–hour oral examination on the content and implications of this essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, one from each division.

Here, then, is a summary outline of the structure of the program:

Major Requirements: Total of fifteen courses (no more than ten in either division, no more than six in any one department). NOTE: Enrollment in this program serves to fulfill the concentration requirement.

(1) As prerequisites for entry into the program, two of the following courses – one from each category – as currently offered.

HISTORICAL

CL 150	The Ancient Epic	Fall
CL 152	Greek Tragedy	Spring
RE 110	Foundations of Western Religious Life and Thought	Spring
PS 101	Introduction to Political Science	Fall

THEORETICAL

EL 112	Mythologies Timeless and Timely, Traditional and Contemporary	
CS/LS 260	Introduction to Literary Theory and Criticism	Fall
EL 405	Theories of, Limits to, Prospects for the Novel	Spring

(See English Department listing for description.)

(2) One course at the 300–level in a foreign language.

(3) At least four literature courses, but no more than six, to be taken within a single department. (Courses in language instruction may not be counted toward this requirement.)

(4) Area of specialization (by genre, period, or national literature). A one–hour oral examination, to be taken before the written comprehensive examination in the senior year, is devoted to this area of specialization. The texts required for this examination will be determined in advance by the student in conjunction with the Director and the examiners selected – where appropriate (e.g., in the case of a specialization in French literature, English literature, etc.) with the consultation of the particular department involved.

(5) Senior Colloquium for majors (open to non–majors if space is available).

(6) Senior Independent Reading Course in preparation for the Comprehensive Examination: fall semester and winter term. Students engaged in such preparation may choose to meet informally (or regularly) with one another, and may solicit informal faculty participation in discussions of individual texts. At the end of the fall semester, senior majors in the program will take the one–hour *oral* examination in the specialization they have selected. This examination represents the *first* part of the Comprehensive requirements.

(7) Comprehensive Examination (on works specified in Primary and Secondary Lists), to be taken at the end of the winter term of senior year. As indicated, this five–hour *written* examination represents the *second* part of the Comprehensive requirement.

(8) Students achieving an average grade of B+ or higher in the Program will be eligible for Honors. Honors will be awarded on the basis of a Senior Honors Essay of 30–40 pages, to be completed (for one course credit) during the spring semester of the senior year; a one–hour oral examination on the content of this essay – to be administered by two examiners, one from each division – will also be required.

The Literary Studies Program is administered by Stephen Donadio, who serves as chair of a Program Committee made up of representatives of each of the participating departments (one member per department). This Program Committee establishes the Primary List for the comprehensive examination; each of the par-

ticipating departments has specified the names of three major authors of three different periods for inclusion on that list. In addition, the members of the Program Committee are responsible for approving the subsidiary lists of authors and texts selected by students for specializations (e.g., in the novel, the sixteenth century, etc.).

LS/CS 260 Introduction to Literary Theory and Criticism Fall

See Chinese listings for description.
Mr. Berninghausen

[LS/EL 308 Seventeenth and Eighteenth Century English and European Drama (II)]

LS 500 Independent Reading Course Fall

Intended for majors in Literary Studies preparing for the Senior Comprehensive Examinations. At the conclusion of this course, students will take a one–hour oral examination (part of the Senior Comprehensive Examination) in a specialization of their choice. Mr. Donadio

LS 700 Special Research Winter

Intended for majors in Literary Studies preparing for the written section of the Senior Comprehensive Examinations.
Mr. Donadio

LS 705 Senior Colloquium in Literary Studies Fall

Intensive reading in major texts in European and non–European literary traditions. The works to be considered this semester are Homer, *The Odyssey* (for first meeting); Goethe, *Wilhelm Meister: The Years of Travel;* Tolstoy, *War and Peace;* Dostoevsky, *The Brothers Karamazov;* Proust, *Swann's Way;* Mann, *Tonio Kroger* and *Death in Venice;* Kafka, *The Trial;* Joyce, *Ulysses.* (Open to non–majors with prior permission of the instructor.)
Mr. Donadio

LS 710 Senior Honors Essay
Spring

MATHEMATICS AND COMPUTER SCIENCE

Professors: John Emerson, Robert Martin (chair), Michael Olinick, Bruce Peterson *Associate Professor:* Peter Andrews, Priscilla Bremser, David Dorman, Peter Schumer *Assistant Professors:* Matthew Dickerson, Claudia Henrion, William Peterson *Lecturer:* Janine Clookey

The Department of Mathematics and Computer Science offers courses in a variety of areas within the mathematical sciences and computer sciences. These areas include foundations, analysis, algebra, topology, geometry and graphics, applied mathematics, computer languages and systems, computer science theory, computer applications, probability and statistics, simulation and modeling. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses offered to accommodate such applications.

Expanded course offerings in the computer sciences make study available to all students seeking an education in these areas. While the curriculum offerings serve the needs of computer science majors, various courses are also suited to majors from other areas who choose to concentrate in mathematics and computer science, and to students of the liberal arts who plan to take one or two courses in the computing area.

Our programs are designed to be carefully integrated into the liberal arts traditions of Middlebury College. They serve the needs of four groups of Middlebury College students:

1. Those who are interested in mathematics and computer science, but who will not major or concentrate in a field that requires these subjects.

2. Those who need mathemathics or computer science as an integral part of the chosen major or concentration.

3. Those who choose to major in mathematics, emphasizing a traditional study of mathematics and its modern applications, and

4. Those who choose to major in computer science, emphasizing a liberal arts approach to computer science and its applications.

CX 103, MA 105, MA 106, and MA 127 are courses designed for students with minimal secondary school background in mathematics. Students who have completed MA 113 are strongly encouraged to enroll in 200–level courses in mathematics and computer science instead of in these courses. CX 103 is a less intensive introduction to computers than CX 213, designed for students outside the Natural

Sciences Division. MA 105 and MA 106 provide introductions to discrete mathematics and statistics for students who lack the prerequisites needed for MA 200, MA 310, MA 311, or MA 315. MA 127 is an elementary course in computer simulation. In addition to this group of introductory courses, the Department offers two distinct ways to learn topics normally encountered in the high school curriculum that are prerequisite to the study of calculus. The more traditional method involves taking a regularly offered winter term pre–calculus course designed to prepare students for MA 112 in the Spring semester. In the second method, students take MA 111 in the Fall semester followed by a special section of MA 112 in the Spring semester. This two semester sequence is an "extended calculus" course in the sense that the more traditional pre–calculus topics are integrated with calculus topics and studied as they are needed.

The mathematics major includes a core sequence of analysis, algebra, and discrete mathematics and computer science. Each student will choose several electives, with the help of an advisor, in order to best fulfill the student's particular mathematical needs and goals. Mathematics majors are strongly encouraged to take the "transition to higher mathematics" course, offered each winter term, by the end of the sophomore year. Although not required for the major, this course contains material assumed as background in many upper division courses.

The computer science major includes a core sequence of introductory computer science and discrete mathematics, and a balance of upper–level electives in theory, systems, applications, and mathematics.

Requirements for Mathematics majors: MA 113, 200, 201, 203, 302, and 401, CX 213, four MA electives at the 200 level or above, and MA 704 in the senior year.

Requirements for Computer Science majors: CX 205, CX 213, CX 214, CX 223, CX 341, CX 421, and CX 423; four courses from CX 343, CX 322, CX 326, CX 328, MA 324, MA 302, MA 403, MA 200, and MA 318; CX 704 in the senior year.

Honors Program: A student who wishes to be considered for Departmental Honors in mathematics or computer science must submit a proposed plan of study during his or her junior year. The program should meet the requirements listed above, but must also include an additional elective of an advanced nature. This elective is ordinarily at the 400 level, but certain 300 level courses may be accepted. Students should consult with the advisor as they develop a proposal for Honors study.

Advanced placement: Advanced placement is offered for first year students whose secondary training indicates they can commonly bypass one or more of the beginning courses in mathematics or computer science. Majors typically begin their study of mathematics in MA 113 or MA 200, and their study of computer science in CX 213 or CX 214. Mathematics majors who need to begin the study of calculus with MA 112 may arrange with their advisor to use this course as one of the required electives.

Joint majors: Mathematics and computer science are frequently elected as joint or double majors with other disciplines. The mathematics component of a joint major requires the following courses:
MA 113, 200, 201, 203

One course from MA 302 and 401

One MA elective at the 200 level or higher

One MA elective at the 300 level or higher

MA 704

The computer science component of a joint major requires:

CX 213, 214, 223

MA 205

One course from CX 421 and 423

One course from CX 341, 343, and 345

One course from CX 322, 326 and 328

CX 704

Students who wish to pursue either major and to enroll in teacher education as well should consult both the mathematics advisor and the Director of Teacher Education early in their college careers. Students who plan to pursue their studies abroad during the junior year should also plan their course of study in the major by the end of the first year.

Because of the wide variety of course offerings available at other institutions, students wishing to substitute a course from another school for any course in mathematics or computer science must seek approval from the department before registering for the course.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 002 Introduction to Fairy Tale Fall
Mr. Dickerson

FS 012 Chance Fall
Mr. W. Peterson

FS 033 Calculus: The History of an Idea Fall
Mr. Olinick

MATHEMATICS COURSES

MA 105 Finite Mathematics: Probability, Matrices, and Programming Fall

The course will introduce foundational and philosophical aspects of probability at a level which presumes only three years of secondary school mathematics. Topics include conditional probability, Law of Large Numbers, expected value and Markov Chains, matrix algebra and systems of linear equations. Examples from biology and the social sciences illustrate concepts and applications of probability.
Mr. Emerson

MA 106 Introduction to Statistical Science Spring

A practical introduction to statistical methods and the examination of data sets. Computer software will play a central role in analyzing a variety of real data sets from the physical and social sciences. Topics include descriptive statistics, elementary distributions for data, hypothesis tests, confidence intervals, correlation, regression, contingency tables, and analysis of variance. The course is especially suited to students in the physical, social, medical, and environmental sciences who have a modest background in mathematics and who seek an applied orientation to data analysis. (MA 105 or MA 112 or permission) 3 hrs. lect., 1 hr. computer lab.
Mr. Emerson

MA 111 Extended Calculus Fall

A course for students with only two or three years of secondary school mathematics. This course integrates the material prerequisite to calculus with calculus itself. Algebra, graphs, and properties of continuous functions are studied as these topics relate to the calculus. Trigonometric functions, analytic geometry, logarithms and exponential functions will be integrated into the course as the need arises. MA 111 begins in the Fall and continues with a special section of MA 112 in the Spring.
Ms. Clookey

MA 112 Calculus I Fall, Spring

Introductory analytic geometry and calculus. The differential calculus of algebraic and trigonometric functions with applications to curve sketching, maximization problems and related rates; the indefinite and definite integral, area under a curve, Fundamental Theorem of Calculus, volumes of solids of revolution. Designed for students with four years of secondary school mathematics, the course assumes no prior introduction to the topics listed.
Staff

MA 113 Calculus II Fall, Spring

A continuation of MA 112, may be elected by first year students who have had an introduction to analytic geometry and calculus in secondary school. Introduction to natural logarithm and exponential functions. The calculus of the elementary transcendental functions. Techniques of integration, infinite series and Taylor's theorem, Polar coordinates, improper integrals, ordinary differential equations. (MA 112 or permission) Staff

[MA 127 Understanding Changing Systems]

MA 200 Linear Algebra Fall, Spring

Matrices and systems of linear equations. The vector space R3 and other real vector spaces. Independence and dimensions. Scalar products and orthogonality. Linear transformations and matrix representations. Eigenvalues and similarity. Determinants. The inverse of a matrix and Cramer's Rule. (MA 112 or permission)
Mr. B. Peterson (Fall)
Mr. Weeks (Spring)

MA 201 Multivariable Calculus Fall, Spring

The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (MA 113 and MA 200 or permission; MA 200 may be taken simultaneously)
Mr. Weeks (Fall)
Ms. Clookey (Spring)

MA 203 Topics in Linear Algebra and Differential Equations Spring

A continuation of MA 200: diagonalization of matrices, quadratic forms, inner product spaces, canonical

forms. The Spectral Theorem, Positive Matrices, the Cayley–Hamilton Theorem. Ordinary differential equations of arbitrary order, systems of first order differential equations, power series and eigenvalue methods of solution. Applications.
Mr. B. Peterson

MA 205 Discrete Mathematics Fall

This course examines a range of subjects which have important applications in both mathematics and computer science. Topics include: sets, functions and relations; proof techniques including mathematical induction and diagonal arguments; partial orders, lattices, graphs and trees; boolean algebras; finite automata, languages and grammars. Mr. Andrews

[MA 227 Set Theory]

MA 228 Mathematical Logic Fall

This course begins with a look at sentential logic, truth tables and their applications. It also explores first order logic and natural deduction systems, and considers how to decide whether a statement is true or provable. Important theorems covered include the Completeness Theorem and the Compactness Theorem. The course concludes with a discussion of the Incompleteness Theorem, the monumental result of Kurt Godel. (MA 200 or PA 180 or permission) Ms. Henrion

MA 240 History of Mathematics Spring

This course will consider the history of mathematics from three perspectives. The first part will focus on the people who do mathematics. In examining biographies of mathematicians we will consider who does mathematics and why, and the social structures that support mathematics. The second part will explore how different cultures give rise to different kinds of mathematics. Is Chinese mathematics different from European mathematics? What is the relationship between African mathematics and that of Islamic cultures? In the third part of the course we will consider the evolution of particular fields of mathematics such as geometry, logic, and number theory. (MA 113, permission)
Mr. Schumer

MA 302 Abstract Algebra Fall

Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups. Rings and ideals, integral domains and fields. The field of quotients of a domain. The ring of polynomials over a domain. Euclidean domains, principle ideal domains, unique factorization, factorization in a polynomial ring. (MA 200, or permission) Mr. Schumer

MA 310 Probability Fall

An introduction to the concepts of probability and their applications, covering both discrete and continuous random variables. Probability spaces, elementary combinatorial analysis, densities and distributions, conditional probabilities, independence, expectation, variance, Weak Law of Large Numbers and Central Limit Theorem. Numerous applications. (MA 200) Mr. W. Peterson

MA 311 Statistics Spring

An introduction to the mathematical methods of statistical inference. Topics will include: loss function, risk function, parametric and nonparametric problems, estimation, efficiency and the Neyman–Pearsons Lemma. Classical tests within the normal theory such as F–test, t–test, and chi–square test will also be considered. Students preparing to take statistics should note that a linear algebra background (MA 200) is helpful in using linear statistical models. There will be some emphasis on applications to problems of other disciplines. (MA 310) Mr. W. Peterson

[MA 315 Mathematical Models in the Social, Life and Management Sciences]

[MA 318 Operations Research]

MA 321 Elementary Number Theory Spring

Divisibility and primeness. Number congruences, the theorems of Lagrange, Fermat and Euler, residue theory, quadratic reciprocity. Diophantine equations. The distribution of primes, density and the Prime Number Theorem. (MA 113)
Ms. Bremser

[MA 324 Numerical Analysis]

MA 401 Advanced Calculus Fall

An axiomatic treatment of the topology of the real line, real analysis and calculus. Topics include neighborhoods, compactness, limits, continuity, differentiation, Riemann integration and uniform convergence. (MA 201 and MA 203)
Mr. Dorman

MA 403 Abstract Algebra II Spring

A study of the theory of fields, Algebraic extension, algebraically closed fields, finite fields, Galois theory, solvability of polynomial equations by radicals, classic constructability problems. Other topics may include the classical groups, elementary algebraic number theory or algebraic curve theory. (MA 302 or permission)
Mr. Dorman

MA 411 Elementary Topology Fall

An introduction to the concepts of topology. Theory of sets, general topological spaces, topology of the real line, continuous functions and homeomorphisms, compactness, connectedness, metric spaces, selected topics from the topology of Euclidean spaces including the Jordan Curve Theorem. Students are responsible for discovering and presenting proofs or counterexamples for all proposed theorems. (MA 201 or permission)

Mr. Olinick

[MA 431 Complex Analysis]

[MA 432 Hyperbolic Geometry]

MA 500 Advanced Study

Fall, Spring

Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly adapted for those who enter with advanced standing. (Permission) Staff

MA 704 Senior Seminar

Fall, Spring

Each student is required to complete and present a major paper on a topic chosen with the advice of a faculty member. In addition, during the academic year, each student is expected to attend a series of lectures designed to introduce and integrate ideas of mathematics not covered in the previous three years.

Ms. Bremser, Mr. Schumer

COMPUTER SCIENCE COURSES

CX 103 Introduction to Computers Fall

An introduction to computers for those interested in acquiring elementary computer literacy. Exploration of both positive and negative aspects of computers in our society. Emphasis on contemporary uses of computers, especially microcomputers, in such areas as word processing, spreadsheet applications, databases, and use of graphics. Introduction to programming with emphasis on problem solving, development of algorithms, and structured programming. Mr. Martin

CX 213 Computer Science I Fall, Spring

An introduction to the fundamental questions, concepts and techniques of computer science. Attention will be focused on the design and implementation of efficient algorithms for the manipulation of information and the solutions of both numerical and non–numerical problems on a computer. Students will be introduced to programming in a modern high level computer language such as Pascal or Modula–2. This course provides a foundation for further studies in computer science. (MA 112 is recommended, but not required.) Mr. Dickerson

CX 214 Computer Science Spring

A second course in computer science stressing ideas and structures helpful in designing algorithms for solving large, complex problems. An introduction to modularity and the abstract data type. Time will be spent studying various data structures such as stacks, queues, lists and trees along with various implementations and applications of them. (CX 213)

Mr. Andrews

CX 223 Computer Systems and Assembly Language Programming Spring

A detailed study of the hardware and software which make up a computer system. The design and philosophy of several currently available minicomputers will be stressed. Programming in assembly language of one of these computers will be taught and used throughout the course. (CX 214) Mr. Martin

CX 322 Geometry and Computer Graphics Fall

The mathematical techniques for creating graphics on the computer. Topics include clipping, perspective, coordinate transformations, hidden surface algorithms, and animation. (MA 201 and at least one course in structured programming) Mr. Martin

CX 326 Artificial Intelligence Spring

Introduction to the theory and techniques that enable computers to behave intelligently. Topics include search strategies, constraint propagation, inductive and deductive reasoning, knowledge representation, expert systems, and natural language processing. The course will teach programming in LISP. (CX 213)

Mr. Martin

[CX 328 Cryptology]

CX 341 Operating Systems Spring

The computer software and firmware that comprise the interface between user and hardware. Topics include process, storage and memory management, scheduling, I/O and security. (CX 214)

Mr. Dickerson

[CX 343 Principles of Compiler Design]

[CX 345 Programming Languages]

CX 421 Theory of Computation
Fall

An introduction to varied topics in theoretical computer science, including finite state automata, formal languages, Turing machines, and NP completeness. (MA 214) Mr. Andrews

CX 423 Algorithms and Complexity Spring

The theory of the design and analysis of algorithms covering topics such as: The complexity and efficiency of algorithms, various complexity classes of algorithms, the notion of computability, and methods for determining the correctness of algorithms. (CX 214) Mr. Andrews

CX 500 Advanced Study
Fall, Spring

Individual study for qualified students in more advanced topics in computer science theory, systems, or application areas. Particularly suited for students who enter with advance standing. (Permission.) Staff

[CX 704 Senior Seminar]

(Students interested in CX 704 should refer to MA 704.)

MUSIC

Professor: George Todd (chair) *Assistant Professors*: James Grant, Gregory Vitercik *Instructor*: Juanita Karpf *Organist and Choir Director, Fletcher Professor of the Arts*: Emory Fanning

The Music department offers courses in theory, history/literature, composition and performance. Majors are required to take MU 209–210, MU 301–302, MU 220–221, MU 230 or 231 or 306 or 307, MU 390, three 200–level or above elective courses in consultation with the advisor plus one or two units of senior work. In addition to the curricular requirements, majors are expected to participate for three semesters in departmental ensembles: Choir, Orchestra, or other approved chamber ensembles.

Honors: Music majors will propose a Senior Project during the winter term of their junior year. These will be reviewed and approved by the department during the following spring term. The projects may be one– or two–term projects. A grade of B+ or better on the completed project will be granted Honors as follows: B+ in senior work and at least B+ in overall departmental average, which includes Senior Project grade(s), will be graded Honors. A– in senior work and at least A– overall average, High Honors. A in senior work, A in overall average, Highest Honors.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 004 Opera – A Song of Love and Death Fall
Mr. Vitercik

MU 101 Introduction to Music Fall

This course is designed to introduce students to music literature of all historical periods. Representative styles and genre in western art music will be the focus of much of the discussion. A survey of other traditions such as non–western music, jazz, folk and popular music will also be included. Special consideration will be given to the contributions of women and minorities to music, as well as the relationship of music to society, historical events, and the other arts. Music reading skills are not required. Ms. Karpf

MU 205 Performance Lab
Fall, Spring

Credit may be conferred for performance in faculty–supervised ensembles, one unit of such credit to accrue over three terms. Grades, based on attendance and quality of performance, will be given by the appropriate supervising faculty. A student should register for MU 205 at the beginning of the third term. No more than one credit may be earned in any one semester. Credit may be earned only for work during the Spring and Fall terms. Staff

MU 209 Music I Fall

Music I focuses on the materials and grammar of music through compositional exercises. Students will write short pieces for various instruments and ensembles, notate their pieces, rehearse and perform them, thereby learning about music through discovery and observation. The assignments are designed for students with or without compositional experience. (Ability to play an instrument or sing; Required of majors) Mr. Grant, Mr. Todd

MU 210 Music II Spring
Continuation of MU 209.
Mr. Grant, Mr. Todd

MU 220 Survey of Music History Fall
A chronological survey of the history of Western music, from the earliest written music through the middle of the eighteenth century. It includes the music of ancient Greece, Gregorian chant, troubadour song, and music of the Middle Ages, the Renaissance and the Baroque. Among the composers discussed are Josquin Desprez, Palestrina, Vivaldi, Bach, and Handel. Analysis of the music of a given era will be supplemented by consideration of the ways in which music and other arts reflect the history and culture of their times. Ability to read music strongly recommended. Mr. Vitercik

MU 221 Survey of Music History Spring
This course is the second semester of a two–semester history of western art music and covers the music of the preclassic age of J. S. Bach's sons through the music of our century. The approach of the course is historical and cultural; we will try to see how music reflects its age and the concerns of the composer and audience. Students should have had some prior musical experience such as MU 101 or MU 209 or have the ability to read music. MU 220 is not a prerequisite. Mr.Vitercik

MU 230 Ensemble Performance and Practice Fall
In this course students will explore classical chamber music literature from a variety of historical periods. The choice of works to be studied will be determined by the enrollment and can include music of most any genre from duets to larger ensembles. Emphasis will be placed on rehearsal strategies to be used in preparation for performance. The works will be approached from an interpretive, analytical and critical perspective with considerable attention given to appropriate performance practices. Enrollment is open to singers, pianists, classical guitarists, and players of orchestral instruments.
Ms. Karpf

MU 231 Ensemble Performance and Practice Spring
See description for MU 230.
Ms. Karpf

MU 250 Introduction to Electronic Music Fall
The primary focus of this introductory course is the interplay of technology and music. In weekly studio, homework, and listening assignments, students will be asked to analyze and manipulate sound on the Synclavier Music System, applying their acoustical discoveries to understanding musical works and to the composition of original electronic music. No computer or musical experience is assumed. MU 250 is prerequisite to MU 350, Electroacoustic Music Composition. Mr. Todd

[MU 261 Vocal Repertory]

MU 301 Tonal Music Fall
The study, practice, theory and composition of tonal music, which is the musical vocabulary of the system used in western art and popular music. (MU 209 or permission) Mr. Todd

MU 302 The Forms of Music Spring
This course will examine the concept of form as the basis of coherence and logical continuity in western music. Topics will include motivic and thematic organization and manipulation, harmonic structure in both traditional and modern idioms, and the traditional forms employed in music of the eighteenth to twentieth centuries; binary and ternary designs; sonata and rondo forms; variations; fugal techniques and "free" forms. (MU 301 or equivalent or permission)
Mr. Vitercik

MU 306 Performance Class Fall
This course is run as a weekly seminar in which all students perform as soloists and in ensembles and participate in discussions of topics and readings related to performing. Students will attend live events on and off campus.
Mr. Fanning

MU 307 Performance Class Spring
Continuation of MU 306.
Mr. Fanning

[MU 309 Instrumental Composition: Woodwind Quintets]

[MU 310 Instrumental Composition: Piano]

MU 319 Instrumental Composition: String Quartets Fall
This advanced course in composition for acoustic instruments will involve the composition of a series of small works for string instruments and one large–scale composition for string quartet. At the end of the semester, there will be a public concert of the students' music performed by professional musicians. (MU 210)
Mr. Grant

MU 320 Instrumental Composition: Brass Quintet Spring

This advanced course in composition for acoustic instruments will involve the composition of a series of small works for combinations of brass instruments and one large–scale composition for brass quintet. At the end of the semester there will be a public concert of the students' music performed by professional musicians. (MU 210) Mr. Grant

[MU 325 Twentieth–Century Music]

[MU 331 History of Opera]

MU 350 Electroacoustic Music Composition Spring

This course will build on the materials studied in MU 250, which is a prerequisite. Students will compose electronic and/or mixed media pieces using the College's Synclavier Digital Music System. A public concert of students' work will be presented at the end of the semester. Mr. Todd

[MU 370 Mixed Media]

MU 390 Junior Seminar in Music Spring

The junior seminar provides the opportunity for students to explore a variety of topics in music in preparation for senior work. Such topics include research tools and methodologies, the discipline of musicology, the nature of performance and critical writing. Mr. Vitercik

MU 500 Independent Study Fall, Spring

(Permission)

MU 704 Senior Work Fall, Winter, Spring

Senior work is required of all music majors. Projects may be in history, composition, theory, or performance and culminate in either a written presentation or a public performance. Majors are to make a preliminary proposal for their senior project in the winter term of their junior year.

APPLIED MUSIC

Undergraduates interested in performance for academic credit see description for MU 205, 230, 231, 306 and 307.

While private study is not required for participation in ensembles, it is strongly encouraged.

Students who wish private instruction in classical or jazz piano (beginning or advanced), organ, cello, violin, viola, French horn, clarinet, flute, classical guitar, saxophone, recorder or voice should enroll with the department before registration. Inasmuch as spaces are limited, auditions may be required. Contracts must be signed after the first lesson and are binding. The fee of $180 is to be paid to the Cashier's Office upon receipt of a bill at the beginning of each term. No rebate is allowed for lessons missed except in the case of injury or continued illness. There are ten 45–minute applied music lessons per semester.

For those students accepted for private instruction, the applied fee is waived if they are enrolled in MU 230, 231, 306, 307, 500 or 700 courses.

Private instruction: Piano: Ms. Campbell, Ms. Fanning, Ms. Paden, Ms. Smith

Jazz Piano: Mr. Haas; Organ: Mr. Fanning; Cello: Ms. Davydov; Violin and viola: Mr. Gusakov; Flute: Ms. Janson; Voice: Ms. Nall, Ms. Messier; Classical Guitar: Mr. Geoghegan; French Horn: Mr. Parshley; Clarinet: Mr. McBride; Saxophone and recorder: Mr. Stusek.

The staff will assist the student in securing instrumental instruction not provided by the regular staff.

Recitals: Regularly scheduled recitals and lectures are open to the public.

FACILITIES

Music Library. The Christian A. Johnson Music Library contains over 15,000 records, scores, books and a collection of chamber music. Listening facilities for records and tapes in the library are available to anyone from the College community. Mr. McBride, Librarian

Electronic Music Studio. A well–equipped studio that includes a Synclavier with Sample–To–Disk. Mr. Todd, Director.

Practice Facilities. Practice rooms with pianos are available for individual and group rehearsal. Application should be made to the secretary of the music department.

The Music Bank. Composers and performers of all styles, abilities and orientations are urged to join this data base that houses information on all musicians at Middlebury College. To join the Music Bank, come to the Music Department, office hours.

ENSEMBLES

College Choir. The College Choir sings at chapel services and special concerts on and off campus. Audition required, open

to all students without prerequisite. Mr. Fanning.

Middlebury Chamber Orchestra. – Weekly rehearsals leading to the performance of music from all periods. Instrumentalists may arrange for an audition through the music department secretary. Ms. Karpf

Other Chamber Ensembles – string quartets, woodwind and brass – can be formed and coached for interested students. Independent projects (MU 500) can be arranged for these groups.

PHILOSOPHY

Professors: Lynne Baker, Stanley Bates, Hiroshi Miyaji, Victor Nuovo (on leave all year) *Assistant Professors:* Richard Arthur, Philip Gasper (on leave winter and spring) *Visiting Assistant Professor:* Don Adams *Visiting Instructor*: Michelle LaRocque

Non–majors: Most Philosophy Department courses are open to students who are not majors. Those who have done little or no previous work in philosophy are recommended to take one of the Introductory Courses listed below, all of which – whether they are at 100– or 200–level – are open to students of all classes. Other courses at the 200–level are introductions to special topics in philosophy or to specific areas in the history of philosophy, and first year students wishing to take them should consult the instructor. Although 200–level courses do not generally have prerequisites, students who have done work in pertinent related areas of the sciences, education, religion or the arts will benefit from their studies in those areas. Courses at the 300–level are open to non–majors, but they presuppose a higher level of sophistication than the 200–level courses. They may have prerequisites or require prior work in philosophy, and are not normally open to first year students.

Major Program: Majors shall elect ten courses in the department, inclusive of the seminar requirement. PA 180 is required, and it is recommended that this be taken early in the program. Majors must elect one course in each of the following three areas: ethics; philosophy of science, theory of knowledge, or metaphysics; history of philosophy. Cognate courses may be substituted for no more than two departmental courses; such substitutions require the prior approval of a major's departmental advisor, and must be at the 200–level or above.

Seminar requirement: Majors must take two department Seminars (400 level courses on advanced topics in philosophy). Junior majors must take the seminar currently offered in the Spring term, seniors must take the seminar currently offered in the Fall term. Students who are abroad during the Spring of junior year must take both seminars in their senior year. This requirement will not be waived for students doing departmental honors.

Departmental Honors: To become a candidate for departmental honors in philosophy, a student must be a major in philosophy with at least a B+ average in philosophy department courses, and, prior to registration for honors work, must submit to the department a research proposal. Students may register for honors only after the department has approved their proposal. With departmental approval, students may register as honors candidates for two successive terms of PA 500 (normally during the Winter and Spring of their senior year). In order to receive departmental honors, students must complete a two–term project resulting in a thesis or a set of thematically related papers, and receive for their work a minimum grade of B+, and must maintain a B+ average for their other departmental courses.

International Major: Three to four courses, normally including PA 150, PA 180, and two of the following: PA 201, PA 220, PA 221, PA 250, PA 255; three or four philosophy course credits at a Middlebury School Abroad or an approved equivalent; the department seminar requirement; an advanced course in the appropriate language department. Minimum of ten courses in all.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 016 Theories of The Universe Fall
Mr. Arthur

FS 018 Tragedy and Philosophy Fall
Mr. Bates

FS 056 Philosophizing in The First Person: Augustine and Descartes Spring
Ms. Baker

INTRODUCTORY COURSES

PA 150 Introduction to the Philosophical Tradition Fall

Philosophy has traditionally been conceived as the discipline which attempts to achieve the most comprehensive understanding of reality, and of the role of human existence. This course will introduce students to fundamental philosophical issues concerning the nature of reality (metaphysics), the possibility of knowledge (epistomology), and the nature of value (ethical theory) through a reading of a number of important primary texts of thinkers such as: Plato, Descartes, Hume, Kant, Kierkegaard, Mill, Nietzsche, and Freud. Mr. Bates

PA 151 Introduction to the Philosophical Tradition (CW) Spring

This course has the same content as PA 150, but is offered to satisfy the College Writing requirement. Two sections will be offered in the spring term. Student cannot take PA 150 and PA 151.
Ms. LaRocque, Mr. Adams

PA 180 Introduction to Modern Logic Fall, Spring

The aim of this course is to provide a sound understanding of the principles of deductive reasoning through the study of modern symbolic logic. Students will learn how to symbolize natural arguments occurring in books, cartoons, newspapers and other media, and to evaluate their validity using techniques of propositional and predicate logic. Although mathematical in appearance, symbolic logic is more like an artificial language to learn, and even students with little confidence in math can master it. No prior knowledge of logic, formal mathematics or computer science is presupposed in this course.
Mr. Arthur, Ms. LaRocque

PA 201 Ancient Greek Philosophy Spring

The emphasis in this course will be on the historical development of Greek ethics or Greek metaphysics. While Plato and Aristotle will be of central importance, we will also examine some later Greek thinkers: for example, Stoics, Skeptics, Neoplatonists. Mr. Adams

PA 205 Human Nature and Ethics Fall

An investigation of some of the most important theories in Western intellectual history concerned with appropriate ways for men to lead "the good life." Proceeding in historical sequence, the course will cover Plato, Aristotle, Hobbes, Hume, Kant and Camus. An attempt will be made to relate the moral theories considered to the general intellectual assumptions of the ages in which they were produced and to the stated or unstated conceptions of human nature contained in the theories.
Mr. Adams

[PA 212 Introduction to the History of Modern Science]

[PA 214 Science and Society]

PA 215 Introduction to Philosophy of Social Science Fall

The philosophy of social science addresses the most general questions that arise concerning the scientific study of social life. We will explore the following issues, amongst others: Is a genuinely scientific understanding of human society possible, or should social inquiry be guided by different standards from those used in the natural sciences? How are the various forms of explanation employed in the social sciences related to one another? Should the social sciences be value free? Can they be? Examples from all the social sciences will be discussed, including economics, political science, history, sociology and anthropology. Mr. Gasper

PA 216 Introduction to the Philosophy of Science Spring

What is science? How can we distinguish it from pseudoscience? Is there a unique scientific method? What are the roles of theory and experiment, hypothesis and observation? In addressing these questions we will be led to examine the development of science, and to question the prevailing conception of scientific knowledge as progressive, cumulative and objective. This will lead us to further questions about physical reality and its knowability, the relationship between science and philosophy, and the scope of science and its relation to society. (Some background in philosophy or natural science; Recommended: PA180) Mr. Arthur

HISTORY OF PHILOSOPHY

[PA 220 History of Materialism]

[PA 221 Gender and the History of Philosophy]

[PA 222 American Philosophy]

[PA 223 Introduction to Contemporary Philosophy]

[PA 224 Topics in Medieval Philosophy]

PA 250 Early Modern Philosophy Fall

In sixteenth and seventeenth century Europe, philosophers helped create and usher in the Scientific Revolution; but in doing so, they radically transformed the nature of the philosophical enterprise itself. The emergence of science cast a different light on questions concerning method, the possibility of certain knowledge, the nature of fundamental reality, the existence of God, and the foundations of morality and the state, which were explored by thinkers of this period with particular depth and originality. In this course we will be studying a representative sample of these thinkers' views, from among Descartes, Hobbes, Spinoza, Locke, Leibnitz and Hume. Mr. Arthur

PA 253 Confucianism and the Confucian Tradition in East Asia Fall

This course will inquire into the origin and development of Confucianism and Neo–Confucianism in China, and its impact upon and adaptation by Japanese (especially during the Tokugawa period) and Korean (especially Yi T'oege and the Neo–Confucian orthodoxy of the Yi dynasty) thought. The course involves extensive readings and discussion of selected texts in translation. (There is no prerequisite, but RE 115 is recommended.)

Mr. Miyaji

[PA 254 Marx and Marxism]

PA 255 Kierkegaard, Marx and Nietzsche Spring

This course will investigate the works of three of the central philosophical and cultural critics of the 19th century. All of these thinkers revolted against the apotheosis of Reason that had occurred in the Enlightenment and that reached its culmination in the works of Hegel. We shall read: Kierkegaard's *Either/Or, Philosophical Fragments* and *Concluding Unscientific Postscript*, Marx's early essays criticizing Hegel, the *Economic and Philosophic Manuscripts of 1884*, and other selections concentrating on Marx's philosophical views, not his economic analysis; and Nietzsche's *The Birth of Tragedy, The Use and Abuse of History, Thus Spoke Zarathustra* (selections), and *The Genealogy of Morals.*

Mr. Bates

[PA 303 Philosophy of Aristotle]

SPECIAL TOPICS

[PA 206 Contemporary Moral Issues]

[PA 207 Ethics and the Environment]

[PA 209 Philosophy of Law]

[PA 210 Contemporary Ethical Theory]

[PA 217 Philosophy of Biology]

PA 231 Philosophy of History Spring

History as a critical discipline in the social sciences employs its own terms, concepts, and methods. The course, a branch of philosophical studies, will examine major theories of history proposed by philosophers and historians, especially since the early eighteenth century. Issues to be discussed in the course include interpretations of the historical process, the nature of historical knowledge and historical explanation. For comparative purposes, the study of non–Western philosophy of history, especially Chinese and Japanese, will be considered. Mr. Miyaji

PA 232 Philosophy of Religion Fall

A philosophical examination of some of the basic assumptions of religion, with an emphasis on what is common to the three main world monotheisms: Christianity, Judaism, and Islam. Is there good reason to believe that the God of these religions really exists? If it did exist, what would it be like? What exactly is omnipotence? Would it have a body of some sort? Would it be temporal or "external?" Could it allow the amount and kinds of evil which we see in the world today? Could it allow there to be a hell? Mr. Adams

[PA 233 Aesthetics]

[PA 234 Philosophy and Feminism]

PA 235 Feminist Theory Spring

Contemporary feminists hold a variety of theories which attempt to describe and evaluate women's experience. In this course, we will examine alternative conceptions of women's liberation by focusing on four systematic political theories: liberal feminism, radical feminism, traditional marxist feminism, and socialist feminism. In evaluating these theories, we will be concerned with the following questions: What assumptions about the nature of women and men does each theory incorporate? How does each theory conceptual-

ize autonomy? What are the practical implications of each theory? How well does each theory account for differences between women? The central text for the course will be Alison Jaggar's *Feminist Politics and Human Nature.*

Ms. LaRocque

[PA 256 Topics in Japanese Philosophy]

[PA 280 Intermediate Logic]

PA 310 Comparative Philosophy Fall

An examination of philosophical concepts and problems from a cross cultural point of view: concepts of value, the possibility of a transcendent being (God or gods), the nature of thought, free will vs. determinism, the relation of mind and body. The study will focus on selected texts from different traditions: India, China, Japan, Ancient Greece and Europe.

Mr. Miyaji

PA/TH 331 Aesthetics: Philosophy and Film Spring

This course will begin with a discussion of classical film theory, attempting to locate that theory in the tradition of philosophical aesthetics. We shall then consider some more recent developments in film theory—especially the influence of feminist thinking. The final part of the course will focus on the work of Stanley Cavell, a philosopher who has reflected deeply on the film medium. There will be a number of film viewings for the course. A background in philosophy; criticism or film studies would be very useful for this course. Mr. Bates

[PA 351 Theory of Knowledge]

PA 352 Philosophy of Mind Fall

This course will focus on problems of personal identity. In the first half of the course, we will be concerned with determining whether psychological continuity is an adequate criterion of personal identity. In doing so, we will examine the role of the body in personal identity. Puzzle cases to be discussed include: disembodied existence, reincarnation, multiple personality disorder, and "split-brain" patients. In the second half of the course, we will explore the conditions of personhood. Here we will focus on two questions: What entities are to count as "persons"? What is the relationship between the metaphysical and the moral conceptions of a person?

Ms. LaRocque

[PA 354 Philosophy of Language]

[PA 355 Issues in the Philosophy of Time]

SEMINARS

The following seminars are offered by the department for junior and senior majors, and are open to other qualified students by permission. Juniors are required to take the Spring seminar, and seniors the fall seminar. (See Seminar Requirement for majors.)

[PA 405 Hobbes and Leibnitz]

[PA 407 Kant's Moral Philosophy]

PA 409 The Philosophy of Arthur Schopenhauer Spring

The course studies the basic tenet of Arthur Schopenhauer's (1788–1860) philosophy: Will. To him, underlining reality of phenomena is, unlike Kant, knowable as what we are, i.e., Will. The world is the expression of the Will that is essentially a primordial, ungrounded force, and blind. This led him to the view of blindness, purposelessness, and meaninglessness of our existence: pessimism. His pessimism is a serious and rational conclusion drawn from our daily experience, that is, realization of transitoriness and the inevitability of death. His search for the appropriate understanding and conduct of life led him to Indian philosophy, particularly Brahmanism and Buddhism. Mr. Miyaji

[PA 410 Wittgenstein]

PA 411 Freedom and Responsibility Fall

A central part of our self-conception is that we are agents: beings capable of initiating courses of action for which we can, under certain circumstances, be held responsible. But it is not easy to see how there can be any place for agency in the account of human behavior provided by modern science—an account in terms of neural impulses, chemical reactions, and bone and muscle movements. Does science force us to abandon the view that we can be free and responsible? Or can we reconcile agency with a naturalistic world view?

Mr. Gasper

[PA 412 Philosophy of Nature]

[PA 414 Moral Realism]

[PA 415 Contemporary Moral Theory]

[PA 416 Contemporary Aesthetics]

PA 500 Research in Philosophy Fall, Spring
(Open only to majors.) Staff

PHYSICAL EDUCATION AND ATHLETICS

Physical Education is a *degree requirement* and the Physical Education Program concentrates on life–time sports so that all students leave Middlebury College with exposure to sports or recreational activities in which they have developed a degree of skill and interest which will be an asset to them in later years. *Before graduation,* students must complete two courses. Each course carries one unit of physical education credit. (*Exception: Beginning Swimming for non–swimmers, if completed during the first year.) Students who wish to elect courses (i.e., the student does not need the course for physical education credit) may register with the department for the appropriate season to be scheduled for classes on a space available basis. The courses and activities are as follows:

Certification Courses, textbook and related fees applicable: Advanced Life Saving, C.P.R., First Aid, Water Safety Instructor's course.

Special lessons and fees: Alpine Skiing, Karate, Riding, Scuba, Ski Touring.

Personal Equipment Sports: Beginning Ice Skating, Cycling, Figure Skating.

Department provides equipment except for tennis rackets: Archery, Badminton, Fencing, Golf, Squash, Tennis, Volleyball.

Conditioning–type Courses: Beginning Weight Training, General Conditioning, Circuit Training, Swimming for Conditioning.

Dance Courses as available: Basic Ballet, Basic Jazz Dance, Basic Modern Dance, TH 160, 161, 162, 260, 261, 276, 360, 361, 380, 381.

Special Departmental Course offerings, as available: When offered, information on these courses will be available during the registration period for the season concerned.

Beginning Swimming for Non–Swimmers NOTE: It is strongly recommended that students who cannot swim take this course in their first year. Students identified as non–swimmers may earn three credits if they take Beginning Swimming and are able to swim one length of the pool and tread water for five minutes. This must be completed by the end of the first year if the student is to receive the three credit incentive. The Physical Education Department will provide individual lessons, if necessary, and will allow the student to repeat the course throughout his or her first year.

The department schedules two seasons of instructional courses in each of the two college terms and one season in the winter term. Registration is on a first come–first served basis and is open to students who wish to elect courses on a space available basis. Students who are unaware of their current physical education record should check their record with the physical education secretary in the Field House to ensure completion of their program prior to graduation and in accordance to the printed catalog specifics indicated above. Applications for transfer credit must be made in advance, following College procedure for academic credit transfer. The Dean of Students' office processes *credits from transcripts* for students tranferring to Middlebury.

The Physical Education Program above, as revised by the department in 1986–87, became effective in September 1987. Students with three credits as of May 1987 will have completed their Physical Education Program. Those students with fewer than three credits in May 1987 will complete their Physical Education Programs under the September 1987 program with prior credits allowed toward completion of their Physical Education Program. All requests for medical waivers must come from the student's home physician. Injuries and illnesses suffered on campus will be considered as exceptions to the previous statement and will be handled by the College Health Center.

Season Dates

September 16–October 25, 1991
October 28–December 6, 1991
January 6–January 31, 1992
February 10–March 12, 1992
March 30–May 1, 1992

PHYSICS

Professors: Robert Gould, Robert Prigo (chair), P. Frank Winkler, Richard Wolfson *Associate Professor*: Jeffrey Dunham *Assistant Professors*: Stephen Ratcliff, Mark Roberson

Physics is the fundamental science; it leads to our most basic understanding of the natural world and of human technological achievements. The physics program at Middlebury is designed to integrate physics into the liberal arts curriculum as well as to provide challenging courses and research opportunities for students majoring in physics.

Course offerings reflect the needs of three categories of students: (1) those majoring in physics; (2) those majoring in another science who need a basic introduction to physics and the analytical skills it provides; and (3) those majoring in areas outside the sciences, who seek to explore the concepts of physics with a minimum of mathematics.

Courses designed especially for non–science students are PH 155 (Introduction to the Universe), PH 101 (Physical Reality and Human Thought), PH 145 (Electronics for the Intimidated), and several first–year seminars.

Students majoring in the sciences, and others who desire a more analytical approach to physics, usually take the two–semester introductory physics sequence PH 109–110. In addition, they may elect more advanced courses at the 200 level. Students in premedical and other programs requiring two semesters of physics should take PH 109–110; other 100–level physics courses are not acceptable.

For those majoring in physics, we offer a broad range of courses that emphasize a variety of topics in physics while building both theoretical understanding and experimental skills. Middlebury physics majors apply their education in a wide variety of careers. Some pursue graduate work in physics and related fields. Others find their physics degrees valuable in engineering, medicine, business, law, teaching, government service, and other pursuits. The physics program is designed to encourage both those intending advanced study in physics and those for whom formal work in physics will end with the Middlebury degree.

Requirements for the Physics Major: The major program consists of six required physics courses: PH 109, PH 110, PH 201, PH 202, PH 212, and PH 301; the Winter Term course offered each year and serving as a "bridge" between PH 109 and PH 110; a minimum of three electives in physics; and the senior program. Electives may be chosen from courses at the 200 level and above. In addition to the courses listed below, courses which satisfy the elective requirement in physics are frequently offered during the winter term. Mathematics at least through the level of MA 113 is also required; this requirement may be satisfied either at Middlebury or through appropriate pre–college courses in calculus.

Prospective majors must begin the physics sequence no later than the sophomore year. Starting in the first year allows more flexibility in the choice of courses and thesis topics.

For students planning graduate work in physics, PH 302 (Electromagnetic Waves), PH 330 (Advanced Mechanics), PH 350 (Statistical Mechanics), and PH 401 (Quantum Mechanics) are essential. In addition, MA 200 and MA 201 are strongly recommended for those anticipating graduate study. Most physics majors will find computer programming skills through the level of CX 213 extremely valuable.

Senior Program: The major program culminates with a three–unit senior thesis and comprehensive examination. The thesis involves a significant piece of experimental or theoretical research. Thesis topics in recent years have included work in astrophysics, laser spectroscopy, biophysics, holography, high–temperature superconductivity, ultrasonics, plasma physics, and nuclear magnetic resonance. The comprehensive examination is given in the fall term of the senior year. The department offers tutorial sessions in preparation for the comprehensive examination and for the Graduate Record Examination.

Departmental Honors: A minimum grade average of B in physics courses is required of all honors candidates. Honors in physics are awarded primarily on the basis of excellent senior thesis work. A student's overall accomplishments in the department, including course work, teaching assistantships, and leadership are also considered in the awarding of honors.

Pre–Engineering: Many students study physics with the intent of eventually doing engineering, either through a 3–2 program or in graduate school. Students who pursue a physics major *en route* to a 3–2 engineering degree should take the same six–course introductory sequence outlined above, one elective course in physics, and MA 213. Four–year pre–engineering students take the normal physics major and choose electives in consultation with their advisor.

Advanced Placement: Students who seek advanced placement in physics should take the College Board AP examinations. Credit for PH 109 and/or PH 110 is given to students who achieve a score of 4 or 5 on the "Physics C: Mechanics" and/or "Physics C: Electricity and Magnetism" examination, respectively. One AP credit is given to students who take the "Physics B" examination and achieve scores of 4 or 5, but such students are advised to begin their study of physics with PH 109.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 029 Relativity and Common Sense Fall
Mr. Gould

PH 101 Physical Reality and Human Thought Spring

This course for non–science students will explore major ideas that shape our understanding of physical reality. The course will focus on the developments of modern physics, particularly relativity and quantum theory. The physical content of these ideas will be emphasized in a non–mathematical way, and their philosophical implications discussed. Tracing the historical development of physical theories will convey a sense of the evolutionary and revolutionary aspects of scientific progress. The course will conclude with contemporary attempts to understand the evolution of the universe in terms of the most fundamental physical principles. Mr. Prigo

PH 109 Newtonian Physics Fall, Spring

This course examines motion as it occurs throughout the universe. The concepts of force, energy and momentum are introduced and applied to systems ranging from subatomic particles to galaxies. Topics covered include Newton's laws of motion, work and energy, momentum, collisions, gravitation, rotational motion, and oscillatory motion. Emphasis is on practical applications in physics, engineering, the life sciences, and everyday life. Laboratory work and lecture demonstrations illustrate basic physical principles. (Students in PH 109 should be enrolled concurrently in MA 112 or have completed a high school or college calculus course.) 3 hrs. lect., 3 hrs. lab. Mr. Prigo (Fall)
Mr. Roberson (Spring)

PH 110 Electricity and Magnetism Spring

The physical principles of electricity and magnetism are developed and applied to the electrical structure of matter and the electromagnetic nature of light. The theory of relativity is explored in the context of its implications for mechanics and electromagnetism. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PH 109 or permission; MA 113 is a co–requisite) 3 hrs. lect., 3 hrs. lab. Mr. Wolfson

PH 145 Electronics for the Intimidated Spring

Electronic technology increasingly pervades our lives. This introduction to electricity and electronics is intended for nonscience majors who are mystified by electronics and want not to be. It is *not* open to majors to the natural sciences. Using a minimum of mathematics, the course covers the behavior of DC and AC electric circuits. Principles of electronics devices like radio, TV sound systems, and computers are examined. In the laboratory, students work with electronic components such as transistors and integrated circuit chips to construct amplifiers, oscillators, digital circuits, and other electronic systems. 3 hrs. lect., 2 hrs. lab.
Mr. Gould

PH 155 An Introduction to the Universe Fall

This introductory astronomy course primarily for non–science students has as its goals: (1) exploring how scientists come to understand nature through the interplay of observations and theory; (2) communicating the excitement of current research topics such as quasars, black holes, and supernovae; and (3) providing appreciation for the sky as part of our natural environment and cultural heritage. Topics include the evolution of stars and the universe and the origins of life on Earth and possibly elsewhere. Laboratory work includes observations at the College Observatory. (High school algebra and geometry) 3 hrs. lect., 2 hour lab/disc.
Mr. Winkler

PH 201 Relativity and Quantum Physics (CW) Fall

This course probes in depth a number of areas for which classical physics has provided no adequate explanations. Topics covered include Einsteinian special relativity (kinematics and dynamics, con-

servation of momentum and mass–energy), statistical distributions in physics, kinetic theory, quantization and photons, x–rays, and the atomic models of Rutherford and Bohr. (PH 110, MA 113 or permission) 3 hrs. lect., 1 lab/discussion session. (This course fulfills the College Writing requirement.) Mr. Dunham

PH 202 Atomic and Nuclear Physics Spring

An introduction to quantum physics including wave mechanics, the uncertainty principle and wave particle duality. Application of quantum mechanics is made to simple atomic and molecular systems. Nuclear physics and the theory of solids are also introduced. (PH 201) 3 hrs. lect., one lab/problem session.

Mr. Prigo

PH 212 Applied Mathematics for the Physical Sciences Spring

This course concentrates on the methods of applied mathematics used for treating the partial differential equations that commonly arise in physics, chemistry and engineering. Topics include differential vector calculus, Fourier series and other orthonormal function sets. Emphasis will be given to physical applications of the mathematics. Both analytic and numerical (computer) techniques will be employed. This course is a prerequisite for all 300 and 400 level physics courses. (MA 113, PH 110) 4 hrs. lect. Staff

PH 221 Electronics for Scientists Fall

An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. Students will gain "hands on" familiarity with the design, use, and troubleshooting of electronic instrumentation. (PH 110 or permission) 3 hrs. lect., 3 hrs. lab. Mr. Wolfson

PH 266 Contemporary Astronomy and Astrophysics Spring

An introduction to the astrophysics of stars, the Galaxy, and the Universe, intended for students with some background in science. Topics include the structure and evolution of stars, pulsars, black holes, X–ray sources, supernovae, galaxies, quasars, and the expanding universe. Interactions between theory and observations by a variety of methods (e.g., optical, radio, X–ray, cosmic rays) will be discussed, with special emphasis on current research and recent results. (PH 110 or permission; not normally open to students who have completed PH 155) 3 hrs. lect./lab., hrs. arranged. Mr. Winkler

PH 301 Intermediate Electromagnetism Fall

The unified description of electricity and magnetism is one of the greatest triumphs of physics. This course provides a thorough grounding in the nature of the electric and magnetic fields and their interaction with matter. Mathematical techniques appropriate to the solution of problems in electromagnetism are also introduced. The primary emphasis is on static fields, with the full time–dependent Maxwell equations and electromagnetic waves introduced in the final part of the course. (PH 212) 3 hrs. lect.

Mr. Roberson

PH 302 Electromagnetic Theory Spring

Maxwell's theory of the electromagnetic field provides the basis of our understanding of the nature of light, radio waves, infrared radiation, X–rays, and other forms of electromagnetic radiation. This course examines the behavior of electromagnetic waves starting from Maxwell's equations – the fundamental laws of electromagnetism. Topics include wave propagation in different materials; reflection and refraction at interfaces; applications in communications, optics, and other fields; and relativistic electrodynamics. (PH 301) 3 hrs. lect.; weekly problem session and occasional laboratories. Staff

[PH 330 Analytical Mechanics]

PH 350 Statistical Mechanics Fall

Following an introduction to fundamentals, statistics, and distribution functions, this course develops the concepts of energy, energy quantization and the application of these concepts to the modeling of macroscopic systems. The remainder, and heart, of the course involves statistical mechanics and its application to a variety of classical and quantum systems. Topics covered include statistical thermodynamics, Maxwellian distributions, imperfect gases, equipartition theorem, quantum statistics, heat capacities of solids, dielectric and paramagnetic systems, radiation, phase transistions and ideal quantum gases. (PH 202 or permission) 3 hrs. lect. Offered in alternate years. Mr. Gould

PH 360 Topics in Contemporary Physics Fall

This course explores an area of current interest in physics. Topics vary from year to year, depending on faculty and student interest. The emphasis is on thorough exploration of a contemporary field of physics accessible to students with an intermediate undergraduate physics background. Students will be consulted before selection of the course topic, and a detailed description will be provided before fall term registration. (Minimum prerequisite: PH 202, PH 212; additional prerequisites may be imposed.) 3 hrs. lect.; occasional laboratories. Mr. Dunham

PH 401 Quantum Mechanics Spring

A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schroedinger equation, one dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 202, PH 212) Lecture and tutorials, 3 hrs. Mr. Dunham

[PH 402 Advanced Quantum Mechanics]

[PH 405 Particle and Nuclear Physics]

PH 500 Independent Study and Special Topics Fall, Spring

(Permission) Staff

PH 705 Senior Research and Thesis Fall, Winter, Spring

Independent research in the fall, winter and spring terms culminating in a written thesis. Accompanied by comprehensive examinations in October. (Three units total) Staff

POLITICAL SCIENCE

Professors: Eric Davis, Murray Dry, Russell Leng (on leave fall term), Paul Nelson, Olin Robison, David Rosenberg *Associate Professor*: Michael Kraus *Assistant Professor*: Christopher McGrory Klyza *Visiting Assistant Professor*: Yossi Shain *Instructors*: Marianne Marchand, Allison Stanger

Political Science defines, describes, explains, and evaluates political phenomena, and it does so in a variety of ways. Consequently, the introductory course requirements include one which concentrates on the classic texts in the subject, and another which considers the methods of modern political analysis. Intermediate level courses are offered in the major areas of the subject, and our senior program involves seminar work. In addition, students may wish to pursue independent study; and this may lead to an Honors thesis. The curriculum is designed to meet the demands of thoughtful citizenship, to depict in use a number of the elements of the liberal arts and sciences, and to prepare those students who intend to pursue further work in either graduate or professional schools.

Required for the Major in Political Science: A major must take ten regular fall or spring term political science courses, including (1) PS 101 or 107; (2) PS 103; (3) fulfillment of the field distribution requirement; and (4) completion of the senior program. The first two of these requirements should normally be completed before the end of the sophomore year.

The Field Distribution Requirement: All regular fall and spring term political science courses are classified in one of the following four fields: political theory, American political institutions, comparative politics, and international politics and foreign policy. Students must take two courses in any three of these fields.

Senior Program: The senior program consists of a seminar of the major's choice. Each seminar includes advanced work appropriate to the field in which the seminar is offered. The seminars are the 400 level courses offered by the department. Seminars are open to juniors and seniors, but preference for admission into these small and intensive courses will be given to senior majors. Normally, the senior program requirement must be completed by taking a seminar offered by a member of the Middlebury faculty. Work done in programs abroad, at other North American colleges and universities, or in the Washington Semester program will not count as the equivalent of a Middlebury seminar.

Departmental Honors: Students who elect to seek departmental Honors write a thesis in the senior year. The thesis normally begins either as a senior seminar

paper or as an independent study project (PS 500). An Honors thesis proposal must be submitted for approval to the department prior to the term in which the thesis is to be written. If the proposal is approved, the student may register for PS 700 for both the winter term and the spring term. After an oral examination of the completed thesis, Honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis and (2) the level of the average grade received in other fall and spring courses in the department. The minimum grades required for Honors are a B+ on the thesis and a B average in other departmental courses.

Independent Study: Students with demonstrated preparation and proficiency in the field may elect independent study projects (PS 500). These projects are prepared under the supervision of a member or members of the department. PS 500 projects may not be substituted for the seminar requirement. PS 500 projects are reading and research courses; the department will not award PS 500 credit for political experience such as Congressional internships.

Joint Majors: Students wishing to do a joint major in political science and another department or program of studies must: (1) take eight political science courses, among them (a) either PS 101 or 107, and (b) PS 103; (2) take at least two courses in any two of the four fields of political science; (3) fulfill the department's senior work requirement; and (4) give evidence of having used the training in both major fields, usually in a seminar paper, but sometimes in an independent project or thesis.

International Major: This is a political science major combined with study abroad in both a foreign language and political science. The requirements are: (1) PS 101 or 107; (2) PS 103; (3) a year's study at a Middlebury School Abroad or an approved equivalent; (4) an advanced course in the appropriate foreign language department; (5) ten political science courses, including those taken abroad; (6) completion of the distribution requirement in three fields of political science; and (7) completion of the department's senior program.

Advanced Placement: College credit will be granted for scores of 4 or 5 in the College Board Advanced Placement Examinations in American Politics and/or Comparative Politics. Receipt of advanced placement credit does not entitle the student to exemption from any of the requirements for the major in political science.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 022 Good and Thought of Good Fall
Mr. P. Nelson

FS 023 The Rise and Fall of The Great Powers Fall
Mr. Rosenberg

FS 028 Moral and Ethical Decisions in Public Life Fall
Mr. Robison

FS 051 Women and World Politics: Questions About Gender Spring
Ms. Marchand

INTRODUCTORY COURSES

PS 101 Introduction to Political Science Fall

Study of the classics of political philosophy as well as the foundations of non–philosophic political science. Central issues concern the best form of government, the best way of life, and, generally, what kind of knowledge about politics is possible. Specific works have included: Plato, *Republic;* Aristotle, *Politics;* Aquinas, *Summa Theologica;* Machiavelli, *The Prince;* Hobbes, *Leviathan;* Locke, *Second Treatise on Government;* Rousseau, *Second Discourse;* Marx, *Communist Manifesto, Capital;* Nietzsche, *The Advantage and Disadvantage of History for Life;* Weber, "Science as a Vocation," "Politics as a Vocation." Mr. Dry

PS 102 The American Political Regime Spring

This is a course in American political and constitutional thought. The theme, taken from Tocqueville's *Democracy in America,* is the problem of freedom. The first half covers the American founding up through the Civil War and the "refounding." This includes Tocqueville, Madison's *Notes on the Debates in the Federal Convention,* the Federalist–Anti-Federalist ratification debate, Supreme Court decisions (*Marbury, McCulloch*), writings of Jef-

ferson, Calhoun and Lincoln. The second half considers basic problems in American politics, such as race, gender, foreign policy, and education. Readings include a novel, Tocqueville, and Supreme Court decisions (*Brown, Frontiero, Roe*). Mr. Dry

PS 103 Introduction to Comparative Politics Fall, Spring

What are the major types of political systems? How are they created? Why are some democratic and others authoritarian? Why are some rich and others poor? How do they change? Aristotle provided the first recorded answers to these questions in this analysis of democracies, oligarchies, and tyrannies in the Greek city–states of his world. His attempt to describe, compare, and evaluate governments established the discipline of comparative politics. In this course, we use the same theoretical and empirical principles with modern library research and computer methods of analysis to understand today's world of hundreds of political systems. Staff

PS 104 Introduction to American Political Processes Fall

An overview of the theory and practice of American politics. The writing of the Constitution in 1787 and the defense of it in *The Federalist*. The representative institutions of government (political parties, elections, interest groups). The policy–making institutions of government (Congress, Presidency, bureaucracy, judiciary). An introduction to domestic and foreign policy. (Permission required for juniors and seniors) Mr. Davis

PS 107 Politics and the Studies of Politics Spring

This course will consider classic texts of Western political thought, in which the nature of political things is discussed. The aims of the course are to see what each of the texts says about politics, and to determine the modes of thought of the text. For example, we will pay close attention both to the substance of Aristotle's political science and to the manner in which he conducts his inquiry. Other works include Shakespeare, *Julius Caesar*, Macaulay, *History of England*, Alexis Tocqueville, *Democracy in America*, Marx and Engels, *The German Ideology*. First year students and sophomores or permission) Mr. Nelson

POLITICAL THEORY

PS 101 (See above)

PS 107 (See above)

PS 300 Political Methodology Spring

This course will deal with both the methods of political research and the application of those methods. Topics to be studied will include: research design, basic statistical techniques through applied regression, and interpreting and critiquing research results. We will conclude with an overview of the philosophy of social science. Mr. Klyza

PS 317 Classical Political Philosophy Fall

This course will begin with some reflection on the nature of political philosophy and on the question of the reality and the importance of a historical difference between Plato and us. The course will then turn to a careful reading of Plato's *Republic* and, time permitting, the reading of some commentaries and critiques of the *Republic*, for instance Aristotle's. Mr. Nelson

[PS 318 Modern Political Philosophy]

PS 401 Seminar on Modern Political Philosophy Spring

The founders of modern political philosophy rejected the classical ideal as unrealistic and offered a new, low but solid ground of morality (Machiavelli, Hobbes, Spinoza, Locke, Montesquieu). Rousseau and Kant sought higher moral ground, on modern foundations. Consequently, history replaced nature as the focus of political philosophy, but did that lead to an understanding of freedom (Hegel, Marx) or enslavement (Nietzsche)? Today neither nature nor history is the basis or guide for political philosophy (Rawls, Dworkin). Study of these philosophers is necessary to understand why it is so difficult to describe and defend human and political freedom. Mr. Dry

[PS 409 Seminar on Political Philosophy: Aristotle's Political Science]

AMERICAN POLITICAL INSTITUTIONS

PS 102 (See above)

PS 104 (See above)

PS 208 The United States Congress (CW) Spring

A study of representative government as practiced on Capitol Hill. Topics covered include theories of representation, the history of Congress, Congressional elections, financing Congressional campaigns, the rules of the legislative process,

the internal organization of Congress (parties, leaders, committees, staff), and relations among Congress, the Presidency, the bureaucracy, and the courts. (Permission required for writing section. Preference will be given to sophomore Political Science majors.) Mr. Davis

PS 211 Environmental and Natural Resources Policy Fall

An introduction to environmental and natural resources policy in the United States. The course will be divided into four sections: (1) the history of environmental/natural resources policy, (2) the foundations of the U.S. political system as they affect environmental/natural resources policy (e.g., democracy, capitalism, property rights), (3) the institutions and actors involved in environmental/natural resources policy (e.g., Congress, bureaucracy, interest groups), and (4) the policy making process in the environmental/natural resources policy area.

Mr. Klyza

PS 305 American Constitutional Law: The Federal System Fall

This course examines the development of American constitutionalism through a study of Supreme Court decisions. Every major topic but the bill of rights (see PS 306) is covered. Using Gerald Gunther's *Constitutional Law* casebook, we begin with judicial review and then study the development of legal doctrines surrounding the commerce clause, the due process and equal protection clauses of the fourteenth amendment, and the separation of powers. Recent cases focus on affirmative action and federal protection of civil rights. Interpretive books and essays are considered, as time permits. A mock court exercise is anticipated. (Juniors and Seniors with PS 102, or permission) Mr. Dry

[PS 306 American Constitutional Law: Individual Rights]

PS 310 American Public Policy Spring

This course examines the functioning of the entire United States political system, with an emphasis on the policies or outcomes of this political system. The first part of the course will examine the context in which policy is made (e.g., history, capitalism, liberalism). The second part of the course will focus on the policy making process. We will examine the major stages of the policy process: agenda setting, policy formulation, adoption, implementation, and evaluation. The third and final part of the course will focus on specific policy areas, such as agricultural policy and regulatory policy. Mr. Klyza

[PS 314 American Urban Politics]

[PS 402 Seminar in Constitutional Law]

[PS 420 Seminar in American Politics]

PS 421 Seminar: Perspectives on the Environmental Movement Fall

The purpose and focus of this seminar are to examine and analyze the environmental movement (concentrating on the United States) from a number of different perspectives (e.g., historical, economic, philosophical, legal, religious, political). These different perspectives will help us to better understand the environmental movement: Where did it come from? What are its main points? Is there one unified movement? What are the crucial differences within this movement? By examining the environmental movement from these different perspectives we will be able to gain greater insight into these questions. (Permission) Mr. Klyza

[PS 425 Seminar on the American Presidency]

COMPARATIVE POLITICS

PS 103 (See above)

PS 220 Asian Politics Spring

In Asia, the world's most ancient, populous, diverse, and dynamic nation–states face a common crisis: how to be modern without losing a cultural sense of identity. This course will examine the policy dilemmas Asian governments face in attempting to achieve the often–inconsistent goals of economic growth, political legitimacy, social stability, and military security. Case studies will include India, Vietnam, Indonesia, the Philippines, and the new industrializing countries of East Asia.

Mr. Rosenberg

PS 223 Latin American Politics Spring

This course will explore the historical development and present dynamics of politics in Latin America. We will study not only making and maintenance of the established order, but also consider the challenges to and decline of that order. Issues to be discussed include: the role of the church, military regimes, revolutionary movements, the return to democratic re-

gimes, and hemispheric relations. Special attention will be paid to similarities and differences among Latin American countries. (PS 103) Ms. Marchand

PS 224 The Political Development of Western Europe Spring

In what ways are the political systems and politics of France, Germany, Italy, and Britain similar? In what ways do they differ? How might we explain these patterns? This course attempts to answer these questions through comparative investigation of the processes and consequences of economic and political modernization in these nations from the feudal period to the twentieth century. Ms. Stanger

[PS 225 Comparative Politics: Western Europe]

PS 227 Soviet Politics Fall

Continuity and changes in the nature of Soviet politics and society from the Russian Revolution to the present. The course examines the influence of history, ideology and political leadership on contemporary politics. (PS 103) Mr. Kraus

PS 229 Middle East Politics Fall

We will explore historical and theoretical questions pertaining to Middle East politics in the 20th century. The issues to be discussed include: (1) state and society relations in the region, (2) conflicts and wars, including the Israeli–Arab–Palestinian conflict, inter–Arab rivalries and foreign intervention, (3) the role of ideologies (Zionism, Pan–Arabism, and Islam), and (4) ethnicity and nationalism (boundaries, citizenship, and loyalty). Mr. Shain

PS 325 New Europe Fall

For purposes of this course, THE NEW EUROPE will be defined as the members of the Conference on Security and Cooperation in Europe (CSCE or the Helsinki Accords) which is all of Europe plus the Soviet Union, the United States and Canada. It will be structured in three overlapping parts: A brief history of the Cold War; 1989; and, a look at several of the major problems facing Europe in this post–Cold War period. Rather heavy reading load (both in non–fiction and fiction), some films, lectures and discussions. Grades based on two papers, several short tests, and active class participation.

Mr. Robison

PS 328 The Political Development of East and Central Europe Spring

This course examines the key stages in the political development of East and Central Europe, i.e., Bulgaria, Romania and Yugoslavia, on the one hand, and Czechoslovakia, Hungary and Poland, on the other. The principal focus is on four stages: the establishment of political institutions in the interwar era; the impact of the Second World War and the transition to communist rule; the ebb and flow of communist power; and the transition to post–communist systems. (PS 103)

Mr. Kraus

PS 404 (See below)

[PS 406 Seminar on Western European Politics]

PS 414 Seminar on the Politics of the Soviet Union and East Europe Fall

The seminar explores several critical themes in contemporary Soviet and East European politics concerning the transition from the totalitarian to pluralist rule. Each year, different aspects of the transition, e.g., the politics of economic reform, ethnic conflict, institution–building, or political leadership, serve as a focus of student research. (PS 227 or PS 328, and permission) Mr. Kraus

PS 415 Seminar on Latin American Politics: At the Crossroads of Gender and "Development" Fall

Until the mid–1970s the question of how Latin American women were being affected by their countries' modernization efforts was not even being raised. Subsequent research has, however, revealed that Latin American women have not only been marginalized in the decision making process, but also negatively affected by development policies adopted. This seminar, sets out to study the following questions: In what ways have development policies affected Latin American women? How have gender relations intersected with relations of class and race in Latin America? And, what attempts have been made to improve the position of women in Latin America? (Permission) Ms. Marchand

PS 430 (See below)

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201 International Politics Fall, Spring

An introduction to the study of international politics. The material covered in

cludes the formulation of foreign policy, international behavior, the nature of the international system, and possible causes of international conflict. Contemporary international problems are used as illustrations, so students are expected to stay well–informed of current international events. Lecture and discussion section format. Ms. Marchand, Mr. Leng

[PS 302 International Conflict Resolution]

[PS 304 Global Political Economy of North–South Relations]

PS 311 American Foreign Policy Fall

An examination of the conduct, impact, and evolution of American foreign policy since 1945, focusing on the domestic setting, international structure and institutional constraints that have shaped America's relations with the major states and regions of the world. Topics will include the cold war and containment, nuclear proliferation, American intervention in the Third World, alliance politics, and American international economic policy.
Ms. Stanger

[PS 404 Seminar on the Global Political Economy]

[PS 405 Seminar on the Causes of War]

PS 407 Seminar on United States–European Relations Fall

An overview of the major issues and policy dilemmas in U.S.–European relations from 1945 to the present. Political, strategic, and economic aspects of both bilateral and U.S.–EC relationships will be explored. Consideration will be given to the implications of further European integration and the collapse of the cold war order in Europe for the American–European relationship. (Permission) Ms. Stanger

PS 408 Seminar on United States–Soviet Relations Spring

An overview of U.S.–Soviet relations in both historical and contemporary contexts. The seminar explores the political, ideological, economic and military aspects and examines those factors that have historically influenced the competitive and the cooperative dimensions of this relationship. (PS 227 and permission)
Mr. Kraus

PS 412 Seminar on Diplomacy Spring

An overview of the development of modern diplomacy, problems faced by contemporary diplomatists, and some of the newer approaches employed by scholars in attempting to understand the dynamics of inter–nation bargaining. Each year a different aspect of diplomacy, e.g., peace settlements, crisis bargaining, is chosen to provide a focus for student research. (Permission) Mr. Leng

PS 430 Seminar on the United States and Asia Spring

This course examines the major issues and current policy options in Asian–American relations. Topics to be investigated are: 1) Legacies of the Vietnam War, 2) Balancing Strategic, Economic, and Human Rights Interests in U.S.–China Relations, 3) Strategic Alliance and Economic Rivalry in U.S.–Japan Relations, and 4) Mutual Defense and Mutual Interests in the Pacific Basin. (Permission)
Mr. Rosenberg

INDEPENDENT PROJECTS

PS 500 Advanced Projects
Fall, Winter, Spring

A program of independent work designed to meet the individual needs of advanced students. (Permission) Staff

PS 700 Honors Thesis
Fall, Winter, Spring
(Permission)

PSYCHOLOGY

Professors: A. Hunt Ewell *Associate Professors*: Marc Reiss, Bob Osborne (chair) *Assistant Professors*: William Frey, Marion Eppler, Ewald Neumann *Visiting Assistant Professor:* Janet Malley *Scholar–in–Residence*: Eleanor Gibson

For the student who majors in psychology engagement with experimental data lays the basis for an empirically founded and objective formulation of principles of human behavior. He or she may encounter the data in published research reports, in regular laboratory work, and in connection with individual research along lines that he or she finds important. The relevant observations may involve human participants or sometimes infra–human subjects for the better experimental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis or generalization.

As a psychology major the student takes a program of elective and required courses in psychology and related disciplines. By the end of sophomore year, through work in psychology, and in cognate fields, the student has acquired familiarity with many of the data, concepts, and research procedures essential to an understanding of human behavior. During the last two years the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Required for the major in Psychology:

A. Eleven courses in Psychology including the following:

1. PY 105, 201 and 302.
2. Three courses from among PY 203, 204, 205, 208, 224, 225, 300, 304, 320, and 326. At least one must be at the 300 level.
3. Two courses from among PY 207, 301, 303 and 305.
4. Two PY 400–level seminars.
5. One elective.

B. It is understood that exemption from a specific course requirement does not affect the general requirement of the eleven PY course minimum.

Senior Program: All majors in psychology must complete two of the advanced seminar courses in psychology. These are: PY 412, PY 416 (or PY 417), PY 419, PY 420, PY 425, PY 426, PY 430.

Departmental Honors in Psychology: Students who seek to be graduated with Departmental Honors in Psychology should consult with some staff member no later than junior year to begin actively planning their research. PY 302 must be taken before, or during, the term in which the student submits the Honors proposal. One or more PY 500 courses may be taken to support the research. During the spring term of senior year candidates will enroll in PY 703 after meeting the special requirements listed in the course description. A minimum of a B+ average in Psychology Department courses is needed for admission to Honors Candidacy.

Joint Major in Biology and Psychology: For students interested in this joint major, the requirements are: BI 185, 190, 195, 216, 250 and two electives in biology, including one 300– or 400–level course; PY 105, 201, 207 or 208, 301, and two PY electives, including one 400–level seminar; three electives chosen with the advisor's approval in chemistry, mathematics or physics. Consult Chair about Honors in the joint major.

Joint Major in Psychology and Sociology: Consult chairmen of the respective departments for details.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 009 The Times of Dmitri Shostakovich: The Musicians, The Music, The Epoch. Fall
Mr. Ewell

PY 105 Introduction to Psychology Fall, Spring

This course will provide a general introduction to the discipline of psychology. The most central and important theories, concepts, findings, and applications in the following areas will be considered: biological bases of behavior, learning and thinking, development, personality, abnormality, and social behavior. (Not open to juniors or seniors.) Staff

PY 201 Statistical Analysis Spring

Statistical analysis is seen as the process of asking meaningful questions of a set of data and getting quantitative answers to them. The questions include matters of descriptive statistics, correlation, regression, and statistical inference. The course is supplemented by weekly computer laboratories using the MINITAB package. (Single, double, and joint majors in Psychology will be given preference for enrollment. Credit is not given for PY 201 if the student has taken EC 210 previously or concurrently.) Mr. Ewell

PY 203 Social Psychology Fall

This course will provide a comprehensive overview of the discipline of social psychology from a psychological perspective (that is, a focus on the individual). Theory, research, and application concerning the following topics will be considered: self-knowledge, attitudes, social influence, stereotypes, prejudice, interpersonal relations, and group dynamics. (PY 105) (Not open to Seniors except by permission.) Staff

PY 204 Personality Psychology Spring

This course provides an in–depth overview of the field of personality psychology. Several classical theories of personality including psychoanalytic theory, humanistic theories, trait theories, behaviorist and social learning theories will be discussed. Then the conceptual analysis and measurement of individual difference variables such as intelligence, self–concept, anxiety, need for achievement, fear of success, androgyny, and authoritariansim will be considered. (PY 105) (Not open to Seniors except by permiss Staff

PY 205 Psychology of Gender Spring

This intermediate course will examine how gender concepts develop across the lifespan, and how these concepts influence our beliefs and behavior. Gender attitudes, stereotypes, and differences will be studied within the context of psychological theories, with an emphasis on critically evaluating research methods and findings. Sample topics: gender roles presented in the media, sex differences in infancy, the parenting styles of mothers and fathers, differences in academic achievement, moral development, nonverbal cues and communication styles. 2 hrs. lecture, 1 hr. discussion (PY 105) Ms. Eppler

PY 207 Conditioning and Learning Spring

This course introduces the research and theories relating to how animals learn about the causal structure of their environment. A contemporary review of principles generated by the experimental analysis of behavior is considered within the context of a psychobiological approach to learning and behavior. 3 hrs. lect., lab. Mr. Osborne

PY 208 Human Memory Fall

This intermediate level course surveys the principal concepts and research concerning human memory. Emphasis will be on the processing of visual, auditory, and symbolic information. Topics will include perception and attention, theoretical models of memory, comprehension of language, and experimental techniques in the study of memory, imagery, and other cognitive processes. (PY 105 or permission) Mr. Neumann

PY 224 Abnormal Psychology Fall

This course will be provide an overview of the abnormal behaviors currently classified as psychopathological. Data and issues related to the classification, occurrence, causes and treatment of each disorder will be examined. Case studies and current research efforts will provide focus for the discussion of the physiological, behavioral, cognitive and social factors that contribute to each disorder. Mr. Frey

PY 225 Child Development Fall

This course will examine the nature of developmental changes from the prenatal period through adolescence. A variety of theoretical perspectives will be considered, each focusing on a different domain of development. The domains include biological, emotional, social, perceptual, cognitive, language, and moral development. A major challenge for developmental psychologists is to understand how these domains relate to one another, a problem we will work on throughout the semester. Developmental processes will be examined in a variety of contexts, including the home environment, day care, play groups, and the classroom. (This course will receive Teacher Education credit.) (PY 105) 2 hrs. lect., 1 hr. disc. Ms. Eppler

PY 300 Addiction Spring

This course will review the current research and theories regarding the concept of addiction. Addictions to both experiences and substances will be covered in detail. The treatment of the addicted person(s) in clinical settings will also be addressed and evaluated. (2 psychology courses beyond PY 105) Mr. Frey

PY 301 Physiological Psychology Fall

This course concerns the biological basis of human behavior. The course will consider the neurochemical, neuro-anatomical and neurophysiological basis of processes such as language, sensation, emotion, aggression, sleep and learning and memory. In the laboratory the student will conduct experiments using standard (surgical, anatomical, biochemical, behavioral) techniques to investigate central nervous system function. (PY 105, or biology background, or permission) 3 hrs. lect., lab. Mr. Osborne

PY 302 Research Methods in Psychology Fall

This course focuses on matters of design, analysis, and interpretation of psychological research. During the course students design research, gather data in laboratory sessions, and write up their findings in the form used by psychologists in their publications. The course also involves reading the published literature of psychology to evaluate research design and analysis in that literature. (PY 201) Lab. Mr. Ewell

PY 303 Perception Fall

The study of perception involves understanding how we experience the world around us. This course will examine how sensory processes (primarily vision, audition, and touch) relate to our perceptual experiences. A survey of research findings will be used to evaluate traditional and current theories of perception. Class discussions will be supplemented by laboratory demonstrations and student–designed experiments. Sample topics: psychophysics, color vision, illusions, perceiving movement, intermodal perception, and perceptual learning and development. (2 psychology courses beyond PY 105; PY 302 recommended) 3 hrs. lect., 3 hrs. lab.
Ms. Eppler

PY 304 Child Psychopathology Fall

This course will review "normal" human biopsychosocial development to provide the context for discussion of behavior problems observed in children and adolescents. The major categories of child psychopathology will be covered with special attention being given to assessment techniques, etiological hypotheses, and treatment paradigms. Clinical cases will be presented to demonstrate the functional utility of the material covered. (Two psychology courses.) Mr. Frey

PY 305 Research and Theory in Cognitive Psychology Spring

This course provides an in–depth analysis of current research and theory in human cognition. We will focus on visual perception, selective attention, memory, issues of mental representation, problem solving, and discourse processing. The laboratory component of the course will provide students with experience in the planning and execution of experiments, and the analysis and interpretation of data. Students will also become familiar with the structure and style of journal articles. The lab work will culminate in a final research project which the student will design, run, analyze, and write up. (2 courses in Psychology or permission) 3 hrs. lect., lab. Mr. Neumann

PY 320 Motivation and Behavior Fall

This course is designed to explore major psychological theories of human motivation and behavior including biologically based theories, psychoanalytic theories, humanist theories, and social learning theories. These theories will also be examined in terms of their applications to real life situations, such as the workplace, the home, and our daily life experiences. Methods for measuring individual motivation will also be addressed. Staff

PY 326 Adult Development and Aging Spring

This course concerns itself with the process of physical and psychological development in the human adult within the context of contemporary society. The topics considered include: theories of development and aging, adult cognitive functioning, personality, stability and change, sexuality, relationships, and work and leisure. Also considered are the social aspects of aging and death and dying.
Staff

PY 350 Directed Research in Psychology Fall, Spring

Directed research provides opportunities for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read background literature on content area to be investigated, and experimental methodologies used. Procedures involved in conducting psychological research will then be learned through first–hand experience in defining conceptual variables and in gathering, analyzing, and interpreting data. Finally, students will learn how to write technical articles in psychology by preparing a paper using A.P.A. format, describing the project. (Permission, 3 psychology courses beyond the introductory level, and junior or senior status)
Staff

PY 412 Issues in Clinical Psychology Spring

Initially described as a "talking cure," psychotherapy has been variously practiced and defined. This seminar will cover key elements of the psychotherapy encounter within the context of the cornerstone theories and techniques. Application of these major counseling techniques to a wide range of clinical problems should aid in the understanding of the development, efficacy and issues surrounding the treatment of psychopathology. (3 psychology courses beyond the introductory level, or permission) Mr. Frey

PY 416 Limbic System Spring

The limbic system consists of a number of phylogenetically old, highly interconnected, forebrain structures thought to be involved in complex behavioral systems (motivational, emotional, learning, and memory). This seminar course will utilize recent journal literature on limbic system functions both to understand this complex system and to develop skills necessary for

evaluating theories, carrying out critical reviews and/or developing specific research proposals. (PY 301 or permission)
Mr. Osborne

PY 417 Physiological Basis of Learning and Memory Spring

This seminar course deals with attempts to uncover the underlying physiological changes that enable the individual to benefit from experience. Following an introduction to ethological and experimental approaches to learning, the strengths and weaknesses of various physiological approches will be examined. Traditional lesions, biochemical and stimulation studies will be covered, but emphasis will be placed on plasticity in model systems and simple systems. (PY 301 or permission)
Mr. Osborne

PY 419 Infancy Seminar Spring

The first year of life is a period of tremendous physical and psychological growth. This advanced seminar will examine research methods used to study infants and how these techniques have transformed our understanding of infant capabilities. Research and theories in several areas of development will be covered, including learning, perception, cognition, development of motor skills, social and emotional development. The goal is to explore how these areas relate to one another and how infancy provides the foundation for later development. (PY 225 or permission; PY 302 is recommended.)
Ms. Eppler

PY 420 Issues in the Psychology of Gender Fall

This seminar will focus on psychological issues related to sex and gender. The topics to be considered will include biological differences and similarities between men and women, sexuality, stereotypes and cultural values, gender learning and theories of gender, life cycle issues related to gender, and the issues concerning the role of gender in the lives of men and women. (Permission, 3 courses in psychology) Staff

PY 425 Seminar in Psychopathology Spring

This seminar will use biography as a vehicle to explore several varieties of psychological disorders. Specifically, we will consider: schizophrenia (John Hinckley, Jr.; Mark Vonnegut); depression (astronaut "Buzz" Aldren); manic–depression (Van Gogh); neurotic anxiety (Congressman Michael Harrington); borderline personality ""Fatal Attraction"); psychopathy (Ted Bundy; Charles Manson); multiple personality (Sybil; Eve); autism ("Rain Man"); and Alzheimer's Disease. (At least 4 psychology courses, including PY 204 and/or PY 325) Mr. Riess

PY 426 Freud and Psychoanalytic Theory Fall

This seminar begins with an intensive reading of the writings of Sigmund Freud, from the very early works up through his very late paper: *Analysis: Terminable and Interminable.* The writings of later psychoanalysts are viewed in light of what they add to, or modify in, psychoanalytic theory and practice. (PY 325 and 2 additional psychology courses beyond PY 105) Preference for enrollment will be given to seniors who are single, double, or joint majors in Psychology. Mr. Ewell

PY 430 Attention and Performance Fall

This advanced seminar focuses on the topic of attention within the information processing approach to human memory and cognition. Lectures/discussion will incorporate relevant psychological theories and experimental research which tries to describe our behavior in looking and listening selectively to the environment. After a historical overview, we will concentrate on a few of the important theories that have motivated the greatest interest and empirical study within the last decade. (PY 208 or PY 305 recommended)
Mr. Neumann

PY 500 Advanced Research
Fall, Spring

A program of research arranged to meet the needs of advanced students majoring in psychology. (Permission)
Staff

PY 703 Honors Candidacy
Spring

Students hoping to be considered as candidates for departmental Honors must, under the sponsorship of a department faculty member, submit a formal, written research proposal to the department. If the proposal is approved, the student will be considered a candidate for departmental Honors and will enroll in honors during the spring term of their senior year. The decision about awarding departmental honors will be made after the student submits a thesis. An oral defense of the thesis may be scheduled and is required if the thesis is to be considered for High or Highest Honors. (Permission) Staff

RELIGION

Professors: Robert Ferm, Steven Rockefeller *Associate Professor*: O. Larry Yarbrough (Chair) *Assistant Professors* : John Keenan (on leave all year) Robert Schine, Katherine Sonderegger *Lecturer*: Tazim Kassam *Visiting Assistant Professor*: John Makransky

Courses in religion are designed to acquaint students with the history of a variety of religious traditions and with contemporary approaches to the study of religious life and thought.

Major Program: A major in religion must satisfactorily complete eleven courses. The requirements are:

I. The following introductory courses must be completed by the end of the junior year: RE 105, RE 110, RE 115, and RE 220. (Students who take both RE 280 and RE 281 are exempted from RE 105.)

II. Five courses, including at least three seminars, in a field of interest represented within the Department, to be determined in consultation with the student's advisor by the end of the fall term of the junior year and completed by the fall term of the senior year.

III. An Independent Study Project (RE 500) during the fall term of the senior year.

IV. A Senior Thesis (RE 700; see below) or second Independent Study Project (RE 500) to be designed in consultation with the student's advisor.

A cognate course may be included in the major but only with the *specific* and *prior* permission of the Chair.

Joint Major: Students may design a major joining religion and another area of study. For guidelines on developing a joint major, see the College *Handbook*.

Departmental Honors: At the end of their junior year, students who have maintained a B average in departmental courses may elect to become candidates for Departmental Honors. During the fall semester of the senior year Honors candidates begin a research project (RE 500) under the direction of a member of the Religion Faculty. Upon the recommendation of the faculty member, based on satisfactory progress at the 500 level, the candidate will complete the project as a thesis (RE 700), normally during the Winter and Spring Terms. A grade of B+ on the thesis and a B average in other departmental courses are the minimum requirements for the awarding of Departmental Honors.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 013 War and The Religious Question Fall
Mr. Schine

INTRODUCTORY COURSES

100 and 200 level courses are open to all students without prerequisite or permission.

RE 103 Introduction to Religious Meaning Fall

Religion intimately influences how humans know themselves, others, and their world. This course will attempt to appreciate the many ways of being religious, and how religious self–understanding affects people's perception of reality and influences their be–ing in the world. Topics will include: the nature of faith and religious experience; religious symbolism; the structures and dimensions of religious life; the many ways of understanding the ultimate in human experience; the role of ritual, myth, scripture, and doctrine in the formation of individual, social, and cultural identity; and various critical approaches to the study of religion.

Ms. Kassam

RE 105 An Introduction to the English Bible Fall

This course is a general introduction to Biblical history, literature, and interpretation. It aims to acquaint students with the major stories, narratives, and poetry of the Jewish and Christian scriptures, with the historical contexts in which they were written and collected, and with the critical methods by which they may be understood. Consideration will also be given to some of the ways scripture has been used in western art, literature, film, and popular culture. Students interested in more detailed analysis of the material should enroll in either RE 280 or RE 281.

Mr. Yarbrough

RE 110 Foundations of Western Religious Life and Thought Spring

An exploration and comparative study of the religious life and thought of the classical Greeks, hellenistic civilization, the ancient Hebrews and the early Christians. Readings are in the works of Aeschylus, Plato, the Stoics, Epicureans, the Hebrew Scriptures, the New Testament, and St. Augustine. Mr. Rockefeller

RE 115 Introduction to Eastern Religious Thought Spring

An introduction to the major traditions and themes of Asia: Hinduism, Buddhism, Confucianism, and Taoism. Central themes from these traditions will be studied through principal scriptures and texts of each tradition. Mr. Makransky

[RE 120 Human Questions: Religious Responses]

COURSES ON RELIGIOUS TRADITIONS

RE 201 Jews and Judaism Fall

An introductory course on the history of the Jews and Judaism, its central ideas, practices and institutions, from Biblical times to the threshold of the modern era. Topics include: varieties of Biblical religion; the Hellenistic Age; Judaism and early Christianity; texts and texture of Jewish life in the Talmudic era; Jewish philosophy in the orbit of Islam; Jewish–Christian relations in the Middle Ages; the development of Jewish law; religious poetry; mystical traditions *(Kabbalah)*, Spinoza's challenge to revealed religion. (No prerequisites) Mr. Schine

RE 202 Modern Judaism Spring

The dissolution of the Jewish ghettos of medieval Europe and the gradual integration of the Jews into modern society compelled them to rethink and remake their beliefs and ways of life. We will study these transformations in the early modern period and seek to understand present-day Judaism in their light. Topics will include: the German Enlightenment, Mendelssohn and Lessing; the *Haskalah* Hasidism and its opponents; the Reform movement in Europe and America; "political" and "cultural" Zionism; modern branches of Judaism, the renewal of Jewish philosophy in the nineteenth and twentieth centuries. (No prerequisites) Mr. Schine

RE 203 The Islamic Tradition Fall

A historical and thematic introduction to the Islamic tradition and the world-wide Muslim community. Stressing sources, doctrines, practices, institutions, and modes of expression, topics will include: the life and times of prophet Mohammed; the Qur'an, Islam's sacred scriptures; the two major sectarian movements, Sunni and Shi'a; the mystical quest of the Sufis; Islamic theology and law; regional diversity in Muslim faith and practice and in the West. Ms. Kassam

RE 204 The Christian Tradition Fall

An introduction to the ecclesiastical and theological development of Christianity. The course will begin with the formation of doctrine in the first five centuries. Attention will then be given to the development of Roman Catholicism, Eastern Orthodoxy and the rise of Protestantism. The latter part of the course will deal with the changes that have occurred in the post-enlightenment period and end with some contemporary issues. Mr. Ferm

RE 209 The Hindu Tradition Spring

An introduction to the Hindu religious tradition, this course will trace the development of Hindu ritual, mythology, philosophy, and society from Vedic times to the present with special reference to the law of *karma*, caste, *dahrma*, women, yoga, and liberation. Emphasis will be place on gaining an appreciation of the rich multiplicity of religious thought and practice within the Hindu worldview through a study of its classical vedic and Pauranic literatures, major sectarian divisions, and diversity of local, popular expressions. Staff

RE 210 The Buddhist Tradition in India and Tibet Fall

An introduction to the history of Buddhist thought and practice in India and Tibet. The course is designed for both the student with no background in Indian religion as well as for the student interested in exploring the Buddhist tradition at a more advanced and specialized level. The course will deal with such basic topics as the life of the Buddha and the Four Noble Truths as well as the advanced topics of Madhymika philosophy, Buddhist tantra, the nature of ignorance and wisdom, and the structure of the Hinayana and Mahayana paths. Mr. Makransky

[RE 211 The Buddhist Tradition in Korea and Japan]

[RE 212 Chinese Religions]

RE 214 The Tantric Tradition in India, Tibet, China, Japan Fall

The Indian origins of Tantric doctrine and practice will be treated. Primary focus will be on Tibetan Buddhism and the development of the Trantic Buddhism of Tibet. Consideration will also be given to the East Asian trajectory of Tantrism, especially the thought of the Japanese Kukai and his Shingon tradition of Tantrism.

Mr. Makransky

RE 217 Greco–Roman Religions Spring

An examination of the varieties of religious experience in the Greco–Roman world, including worship of the Olympian gods, state cults, magic, mystery religions, the Hellenistic moralists, and criticism of religion. The course will involve reading of primary texts dealing with religious life and thought, along with secondary texts interpreting them. Mr. Yarbrough

RE 220 The Shaping of American Religious Life Spring

A study of the historical sources of the western religious traditions and their expression in the social and intellectual context of American history. Particular attention will be given to Puritanism in America, the impact of westward expansion, and the influence of social and intellectual change in the late nineteenth and twentieth centuries. Mr. Ferm

COURSES ON TEXTS AND TOPICS

RE 230 Nature and Grace: an Introduction to Catholicism Fall

Catholic life and thought cannot be understood apart from Thomas Aquinas; but they cannot be restricted to him, either. This course offers an introduction to Catholicism that examines Thomistic teaching on sacraments; human nature and perfection; the highest end of individuals and societies; and the moral life. In addition, we will read modern theologians, philosophers, and literary writers who bring this tradition into the contemporary world. Readings in the *Summa Theologica;* von Balthasar; Maritain; Rahner; Flannery O'Connor; Hopkins; Literation theologians; mystics and moralists.

Ms. Sonderegger

RE/HI 240 Islam: The Classical Period Spring

This course will trace the history of Islam from its beginnings up to the middle period (c. 500–1400 CE). It will introduce the world before the rise of Islam, the Arabian setting and Muhammad's challenge, the formation of the early Muslim state and its swift expansion, the simultaneous florescence of classical Islamic civilization with the development of political pluralism, religious and sectarian differentiation and regional fragmentation, and the consolidation of an international Islamicate culture. Ms. Kassam

RE 280 Studies in Hebrew Bible/Old Testament Fall

An introduction to the history, literature, and culture of ancient Israel. Topics to be addressed include: the narratives of Genesis, Exodus, the settlement, the monarchy, and the exile; legal traditions; worship; wisdom; and expectations for the future. Using modern critical methods, the course is designed to give the student an appreciation of the major issues related to the historical, literary, and religious significance of the Jewish Bible and the Christian Old Testament.

Mr. Yarbrough

RE 281 Studies in the New Testament Spring

This introductory course examines early Christian life and thought as reflected in the New Testament. It will deal with the life and teachings of Jesus, his major interpreters (such as the writers of the gospels and Paul), and the common people who followed them. Themes to be examined include: the kingdom of God in the parables of Jesus; narratives of the death and resurrection of Jesus; the concept of "salvation"; the organization of the church; and early Christian ethics.

Mr. Yarbrough

RE 290 Women's Religious Life and Thought Fall

This course offers an opportunity to study the rich history of women's religious experience in the West. Beginning with biblical material, we will explore the spiritual biographies of women who were active in, and often critical of, their traditions. Readings in the lives of Roman women in the late Empire; the mystical experience and reforming activity of medieval women; the expanding roles and expectations of women in the modern world; abolition; women's ordination; response to war and Holocaust; the return to orthodoxy; the contemporary world and feminist analysis of Judaism and Christianity.

Ms. Sonderegger

RE 292 Psychology of Religion Spring

Western religions are often defined as sets of beliefs, propositions considered true by their adherents. But what of the holder of those beliefs, the inner experience of the faithful person? The psychology of religion asks and explores those questions. This field of study draws upon the European heritage of philosophy and depth analysis of human personality. We will study both American and European contributions, from theologians and psychologists, some hostile and some friendly to religious belief. Authors include: William James, Gordon Allport, Rudolf Otto; Freud, Jung, Erikson and Kierkegaard.

Ms. Sonderegger

SEMINARS IN RELIGION

[RE 301 Modern Views of God and Religious Life: The Nineteenth Century]

RE 302 Modern Views of God and Religious Life: The Twentieth Century Spring

The outbreak of war in Europe marked the end of religious confidence in the "high moral character of the individual soul." The great themes of the nineteenth century — the role of faith and history, the recovery of scholasticism in theology, the moral mission of ethical monotheism — all are renewed in our period, but with a somber and realistic cast. While clearly a period of creative ferment, ours is a time of major theological re-statements within Judaism and Christianity. We will examine these reappraisals in such figures as Barth, Tillich; Maritain, Rahner; Rosenzweig, Buber. Ms. Sonderegger

RE 303 Religion, Ethics, and the Environment Fall

This course seeks to clarify and explore the religious and ethical dimensions of the many critical environmental problems created by human civilization. It is especially concerned with the religious and ethical transformations which may be necessary if humanity is to live in harmony with nature. Selected readings from the Buddhist, Christian, Jewish, Islamic, and Native American traditions and from contemporary philosophers and environmentalists. (One RE 100 or 200 level course or permission) Mr. Rockefeller

RE 304 Seminar in Jewish Thought: Kafka and his Prague Spring

In his diary Franz Kafka once wrote of "the monstrous world I have in my head," a world reflected in the novels, stories, parables, and letters which are the main texts of this seminar. Students explore Kafka's biography, his Prague literary milieu, the history of Prague Jewry, and a range of questions in the interpretation of this complex writer, stressing religious themes (such as alienation, exile, and redemption). Is Kafka a case of Jewish existence with a naive faith (Max Brod), or "without faith" (Baruch Kurzweil)? Other topics include Kafka and Zionism, the Prague "Bar Kochba Circle," and recent critique.

Mr. Schine

[RE 305 The Idea of God]

RE 306 From Puritanism to the Gospel of Wealth Fall

This seminar will deal with the transformation of Puritan ideas in the course of American history. The first part of the seminar will be dealing with figures in the seventeenth and eighteenth centuries, notably John Cotton and Jonathan Edwards. We will then study how some of their ideas were changed by new interests, e.g., with Benjamin Franklin in the revolutionary period and in revivalism of the nineteenth century, e.g., the work of Charles Finney. The final segment will deal with the Gospel of Wealth represented by Andrew Carnegie and Russell Conwell. Mr. Ferm

RE 308 Seminar in American Religious History Spring

The focus of the seminar for 1991–92 will be the contemporary religious scene including the sources for the apparent revival of the Religious–Political Right, recent interpretations by the Supreme Court of the First Amendment and prominent issues in social ethics, specifically the controversy over abortion. Mr. Ferm

[RE 309 Seminar in Biblical Studies]

[RE 310 Issues in Modern Religious Thought]

RE 311 Seminar in Buddhist Philosophy Spring

Selected themes in Buddhist thought. Consideration will be given to the early traditions of Buddhism and the development of Abhidhrama systems. The rise of the Mahayana notion of emptiness and its developments in India, Tibet and East Asia will also be treated. Mr. Makransky

[RE 312 Buddhist and Christian Enlightenment]

[RE 314 Seminar in Christian Origins]

[RE 315 Conflict and Identity: Jewish–Christian Relations]

[RE 320 Seminar on the Holocaust]

RE/HI 412 Dissent and Orthodoxy in the Christian Tradition
Fall
See History listings for description
Ms. Potts

RE 500 Independent Research
Fall, Winter, Spring
Staff

RE 700 Senior Research for Honors Candidates
Winter, Spring
Staff

With permission, the following cognate courses may be credited toward the requirements for the religion major:

CL 105	Introduction to Hebrew
CL 206	Intermediate Hebrew
PA 232	Philosophy of Religion
PA 253	Confucianism and the Confucian Tradition in East Asia
SA 308	Sociology of Religion
SA 380	Anthropology of Religion

RUSSIAN

Professors: Thomas Beyer (chair), Sergei Davydov (on leave fall term) *Associate Professor*: Kevin Moss *Assistant Professor*: Ann Marie Basom (on leave all year) *Visiting Instructor*: Maude Meisel *Lecturers*: Alexandra Baker, Judith Olinick

The following courses taught in English by the Department of Russian are open to majors in other departments: RU 151, Russian Literature's Golden Age; RU 152, Revolutionary Literature in a Revolutionary Society: Russian Modernism; RU 251, Epic, Myth, and Ritual in Soviet Literature; RU 351, Dostoevsky; RU 352, Tolstoy; RU 353, Russian Theatre; RU 354, Chekhov; RU 356, Russian Literature of the '60s and '70s.

Formal admission to the major program is attained through satisfactory grades in RU 151, RU 152, RU 201 and RU 202 or through satisfactory scores on a qualifying examination.

Students of Beginning Russian will take a continuation course during winter term.

Normally a *major program* will consist of the following courses in addition to the qualifying courses listed above: RU 301, RU 302, RU 323, RU 324 and three other courses including RU 704, Senior Seminar. Students may meet some of the above requirements by attending Middlebury's Russian School or Middlebury's School in the Soviet Union (located at Moscow State University). Each student's program will be planned individually in consultation with the department chair.

The *Senior Program* will consist of a seminar taken during the senior year. Students with an over–all B average and a B+ average in Russian courses will be encouraged to prepare an Honors thesis under the supervision of a faculty member. The final typed copy of the thesis will be due no later than April 20 of the year of graduation. The level of Honors will be determined by the grade on the thesis according to the following scale: A (Highest Honors); A– (High Honors); B+ (Honors).

Students majoring in Russian should plan on having a second strong field of concentration. Students planning to teach should have a second language, preferably through at least the third year of study. Students planning careers in government, finance, commerce, etc., are strongly advised to have strong concentrations in one of the following fields: economics, geography, history, or political science. The Russian and Soviet Area Studies program or a joint or double major with one of these areas of study makes a particularly strong program.

Middlebury offers two semester-length programs at Moscow State University each year. These programs, one taught in the fall and one in the spring, are open to undergraduates who have had at least the third–year Russian course at Middlebury. Students who begin Russian language study as freshmen will thus have to spend a summer in the Russian School in order to participate in the Moscow program as juniors. Interested students should consult with the chair as early as possible concerning the program, since the number of places is limited.

Students in Middlebury's program in the Soviet Union will live either at the main building of Moscow State University in Lenin Hills or near the university with Rus-

sian families. They will take three courses, one each in conversation, composition, and culture/civilization at the university's newly established Humanities Center. These small group classes will be graded numerically and the grades converted to letter grades. Students will take one additional course of their choice along with Soviet students. This fourth course may be selected from the full university curriculum and will be graded on a pass/fail basis.This brings the total number of units of credit to four, the equivalent of a semester at Middlebury.

Students interested in the teacher certification program should consult with the chairman of the department and with the Director of Teacher Education at an early date to avoid conflicts in scheduling the required courses.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 006 Language Safari Fall
Ms. Olinick

RU 101 Beginning Russian Fall

Four–skills approach to provide a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing and a conscious understanding of the fundamentals of grammar provide a firm foundation for work in advanced courses or for reading in specialized fields. Seven class meetings per week (two lecture sections, five drill sessions) and intensive use of the language laboratory. Mr. Beyer, Mr. Moss

RU 102 Beginning Russian Winter

Continuation of RU 101. Required for RU 103 (RU 101 or equivalent) Staff

RU 103 Beginning Russian Spring

Continuation of the approach used in RU 101 and RU 102, but with increased emphasis on reading. (RU 101 and RU 102 or equivalent) Seven class meetings per week (two lectures, five drill sessions) and intensive use of the language laboratory. Mr. Beyer, Mr. Moss

RU 151 Russian Literature's Golden Age: 1830–1880 (In English) Fall

This course acquaints students with the history and development of Russian literature from Pushkin to Tolstoy and the critical reaction to it. Class discussion will be supplemented by brief lectures on the literary and cultural background of Russia to enable students to enter the magical world of manipulation utilized by Russian authors to circumvent the powerful censors. Topics to be discussed include economics and sociological, philosophical and historical considerations as they relate to the unique literariness of the texts. Students achieve sophistication in literary techniques as well as an awareness of the Russian experience. No knowledge of Russian is required. Ms. Meisel

RU 152 Revolutionary Literature in a Revolutionary Society: Russian Modernism, 1880–Present (In English) Spring

This course introduces students to the exciting new experiments of Russian authors competing against and reacting to the masters of Russia's Golden Age. Discussion supplemented by brief lectures will focus on outstanding works representing the various styles and techniques developed to give new life to the Russian literary experience. Examples will be chosen from Decadence, Symbolism, Civil War, Constructionism, Utopian, Five Year Plan, War Communism, Socialist Realism, Thaw and Protest literatures. Emphasis will be on excellent literature rather than the traditional approach to the Soviet classics. No knowledge of Russian is required.
Mr. Davydov, Ms. Meisel

RU 201 Intermediate Russian Fall

Systematic review of grammar and development of the spoken and written skills attained in Beginner's Russian. Five class meetings per week and use of the language laboratory. (RU 102 or equivalent)
Mrs. Baker

RU 202 Intermediate Russian Spring

Continuation of approach used in RU 201. Reading of contemporary Russian texts, conversation and written assignments in Russian based on reading assignment (RU 201 or equivalent) Five class meetings per week and use of the language laboratory. Mrs. Baker

[RU 251 Epic, Myth and Ritual in Soviet Literature (In English)]

RU 301 Russian Conversation and Composition Fall

Systematic review of the fundamentals of Russian grammar combined with the development of oral fluency and freedom of self–expression in speech and writing (RU 202 or equivalent) Mrs. Baker

RU 302 Russian Conversation and Composition Spring

Continuation of development of oral and written fluency and correctness.
Mrs. Baker

RU 323 Russian Culture and Civilization Fall

Lectures and readings in Russian covering the time period between the foundation of Kievan Rus and the mid–nineteenth century. Additional readings in English will be supplemented by class discussions and oral and written reports in Russian (RU 202 or equivalent) Mr. Moss

RU 324 Russian–Soviet Culture and Civilization Spring

Lectures and readings in Russian from the second half of the nineteenth century until the present. Additional readings in English will be supplemented by class discussions, oral and written reports in Russian (RU 202 or equivalent)
Mr. Davydov

RU 351 Dostoevsky (In English) Fall

A study of major works and their historical background. Lectures on materials not available to non–Russian scholars. No knowledge of Russian is required.
Ms. Meisel

RU 352 Tolstoy (In English) Spring

A study of the major works of the literary giant of Russia and the world. The major emphasis will be on discussions of Tolstoy's novels with background lectures on material not available to non–Russian scholars. No knowledge of Russian is required. Ms. Meisel

[RU 353 Russian Theatre (In English)]

[RU 354 Chekhov (In English)]

[RU 356 Russian Literature of the '60s and '70s]

[RU 401 Advanced Language Study]

[RU 402 Advanced Language Study]

RU 500 Advanced Studies in Language and Literature Fall, Spring

Supervised individual study for highly qualified students. Staff

RU 700 Senior Independent Study Project Fall, Spring
Staff

RU 704 Senior Seminar Fall, Spring

Topic to be announced (Senior majors) Mr. Moss (Fall)
Mr. Davydov (Spring)

See also Division of Foreign Languages.

RUSSIAN/SOVIET AREA STUDIES PROGRAM

Participating Faculty: David Macey (History), Alexandra Baker (Russian), Ann Marie Basom (Russian), Thomas Beyer (Russian), Sergei Davydov (Russian), Gail Fondahl (Geography/Northern Studies), Michael Kraus (Political Science), Ronald Liebowitz (Geography), Maude Meisel (Russian), Kevin Moss (Russian), Judith Olinick (Russian), Olin Robison (Political Science), Catherine Sokil (Economics)

A major in the Russian/Soviet Area Studies program seeks to combine proficiency in the Russian language with a solid interdisciplinary background in each of the social science disciplines that specialize in this important region: economics, geography, history, and political science. Students who major in this field will be expected to do senior work in one of these disciplines utilizing their language skills.

Language Requirements: The Russian/Soviet Area Studies major will be expected to acquire basic language proficiency in Russian. Course work in Russian may be taken at Middlebury during both the regular academic year and in Middlebury's summer intensive program.

Formal admission to the program is dependent on satisfactory grades in either RU 201 and RU 202 or a special qualifying examination. Beginning students of Russian will be expected to take a continuation course during the winter term of their first year. Prospective majors are also encouraged to take an intensive Russian course during the winter term following RU 201. It

is expected that majors in this program will also spend one or more semesters in the Soviet Union.

Departmental Honors: Students who have a B+ average or better in their courses in the program may elect to seek Honors by writing a two-semester thesis (RS 700). Ideally, the thesis will begin as a seminar paper. Permission for this project must be obtained in advance. Honors are conferred or denied on the basis of the thesis grade, following an oral examination.

Course Requirements: The program offers two paths to the major. However, most students will be expected and encouraged to choose option A. Under this option, students will take three years of Russian language, will study for at least one semester in the Soviet Union, and will complete at least six courses in the social sciences (seven if they are candidates for Honors). Only those who are unable to study in the Soviet Union will take option B. Students should take note of those courses that have prerequisites.

OPTION A:
Language: RU 101, RU 102, RU 103, RU 201, RU 202, RU 301, RU 302; 1 or more semesters in the Soviet Union; and at least six additional courses including:

(a) three of the following: EC 230, GG 222, HI 247, PS 227 (under normal circumstances, these courses should be taken before going to the Soviet Union);

(b) plus three additional courses including a seminar (four if a candidate for Honors) chosen from section (a) above or EC 330, EC 430, GG 240, GG 422, HI 248, HI 404, NE 482, PS 328, PS 408, PS 414, RS 500, RS 700, RU 704, and appropriate courses in the social sciences taken in the Soviet Union.

OPTION B:
Language: RU 101, RU 102, RU 103, RU 201, RU 202, RU 301, RU 302 and at least eight additional courses including:

(a) three of the following: EC 230, GG 222, HI 247, PS 227

(b) plus three courses including a seminar (four if a candidate for Honors) chosen from section (a) above or EC 330, EC 430, GG 240, GG 422, HI 248, HI 404, NE 482, PS 328, PS408, PS 414, RS 500, RS 700, or RU 704.

(c) RU 151 or RU 323 (in Russian), RU 324 (in Russian).

Actual courses offered will vary from year to year depending on staffing. They may be supplemented by one graded winter term course offered either by faculty participating in the program or other faculty members, where appropriate. On occasion, a winter term course may also be offered in the Soviet Union.

This program fulfills the concentration requirement. Students are encouraged, however, to take as broad a range of courses as possible when fulfilling their degree requirements.

Course listing:

EC 230	The Soviet Economy
EC 330	Comparative Economic Systems
EC 430	Comparative Reform in Centrally Planned Economies
GG 222	Geography of the Soviet Union
GG 240	Public Policy in the Circumpolar North
GG 422	Seminar in Soviet Geography
HI 247	Traditional Russia
HI 248	Russian Revolution and Soviet Regime
HI 404	Readings in Russian and Soviet History
NE 482	Circumpolar North
PS 227	Soviet Politics
PS 328	Political Development of East and Central Europe
PS 408	United States–Soviet Relations
PS 414	Soviet and East European Politics
RU 101	Beginning Russian
RU 102	Beginning Russian
RU 103	Beginning Russian
RU 201	Intermediate Russian
RU 202	Intermediate Russian
RU 301	Russian Conversation and Composition
RU 302	Russian Conversation and Composition
RU 151	Russian Literature's Golden Age (1830–1880) (in English)
RU 323	Russian Culture and Civilization
RU 324	Russian–Soviet Culture and Civilization
RU 704	Senior Seminar

For a complete description of these courses see listings under the appropriate departments.

RS 500 Independent Project
Fall, Spring
(Permission)

RS 700 Senior Thesis
Fall, Winter, Spring
(Permission)

SOCIOLOGY/ ANTHROPOLOGY

Professors: David Andrews, Rudolf Haerle, Margaret Nelson (on leave all year) *Associate Professors:* A. David Napier, E. Burke Rochford (chair) *Assistant Professor:* Ellen Basu *Visiting Instructors:* Jean Burfoot, Catherine Raissiguier

The Department of Sociology/Anthropology has the unique feature of combining two disciplines within a single departmental major. We encourage students to take full advantage of this opportunity to develop a perspective for the systematic analysis and understanding of human behavior. Based on the empirical findings of the closely related disciplines of sociology and anthropology, this perspective is inherently comparative, such that the department is concerned with the impact of culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience and sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Required for all Sociology/Anthropology Majors: A minimum of ten fall and spring term courses will constitute the major. The core of the departmental major consists of five required fall and spring courses (SA 103, SA 105, SA 205, SA 301, or SA 302, and SA 700 or SA 710) which emphasize basic concepts, theory, and research methods. Beyond these specific courses, each student may choose five to nine electives from the variety of substantive courses offered by the department, no more than two of which may be 100 level courses.

Ideally, students should take the Research Process course (SA 301 or SA 302) in their junior year in order to prepare themselves for their senior research and writing project. If a major anticipates being away during all or part of the junior year, the Research Process course should be taken during the sophomore year.

Joint Major: There is an established Sociology/Psychology Joint Major. From the Sociology/Anthropology Department, the student must take SA 105, SA 205, SA 352, *either* SA 301 *or* SA 302, one related course (from among SA 103, SA 191, SA 316, SA 355, SA 388), One 400–level seminar, and one other elective in Sociology/Anthropology.

From the Psychology Department, the student must take PY 105, PY 201, PY 203, one related course (from among PY 204, PY 205, PY 208, PY 224, PY 225, PY 226, PY 300, PY 304, PY 306), another related course (from among PY 207, PY 301, PY 303, PY 305), a 400–level seminar, and one other elective in Psychology. Consult respective department chairs for details regarding senior work.

International Major: SA 103, SA 105, SA 205, SA 301 or 302; courses in Sociology/Anthropology at a Middlebury School abroad or an approved equivalent; SA 700 or SA 710 plus an advanced course in the Language Department. Minimum of ten courses.

Senior Courses: The senior program consists of *either* a one–semester senior essay (SA 700) *or* a two–semester senior thesis (SA 710). Normally the latter is carried out during the fall and winter terms. The senior essay should be written in the fall term. Variations from these patterns are possible only by permission of the department.

A special senior seminar (for both SA 700 and SA 710 students) will be conducted in the fall semester. Its purpose will be to consider recurring research and writing problems.

Departmental Honors: Only students who elect to write a senior thesis (SA 710) become eligible for Departmental Honors. To achieve Honors, one must do superior work on both the senior thesis and course work in the department. Specifically, the level of Honors will depend upon (a) achieving a minimum of a B average in all Sociology/Anthropology courses and (b) the final thesis grade: B+ = Honors; A– = High Honors; and A or A+ = Highest Honors.

FIRST YEAR STUDENT SEMINARS
In 1991–92, see First Year Student Seminar listings for a description of the follow-

ing course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 055 Contemporary Ethical Issues Spring
Mr. D. Andrews

INTRODUCTORY COURSES

SA 103 Selected Topics in Socio–Cultural Anthropology Spring

This course introduces students to the varieties of human experience in social life and to the differing approaches and levels of analysis used by anthropologists to explain it. Topics include gender roles and kinship, linguistic and belief systems, power and authority, and the organization of production. Ethnographic examples are drawn chiefly from non–Western societies, from simple bands to great agrarian states. The ultimate aim is to enable students to think critically about the bases of their own culture and about practices and beliefs previously unanalyzed and unexamined.
Ms. Basu

SA 105 Society and the Individual: Issues in Freedom and Constraint Fall

How is social order possible? What is the nature of society? What is the relationship between the individual and society? Are individuals free to behave as they wish? In attempting to answer these questions, we shall apply the sociological perspective, with its debunking motif, as a unique form of consciousness. To explicate this perspective, emphasis will be given to the original writings of Karl Marx, Max Weber and Emile Durkheim. Their ideas will be applied to selected contemporary social problems. (This course serves as an introduction to sociology.)
Mr. Haerle

SA 170 Anthropology Through the Arts Fall

Designed with non–majors and humanities concentrators in mind (though not restricted to them), the course considers how anthropological issues are manifested in the arts. Several forms of the liberal and fine arts will be considered, and special emphasis will be placed upon novels that highlight anthropological concern and on films that analyze or describe major topics in socio–cultural anthropology. We will investigate both how cultures represent themselves and how, in turn, they are represented by others. Mr. Napier

SA 190 The Evolution of Humans and Prehistoric Cultures Fall

Course aim is to develop students' critical analytic abilities by examining human evolution, paying particular attention to explanations of how our ancestors passed the following seven major milestones in our evolutionary past – 1) the appearance of primates, 2) the move from the forest to the savanna, 3) the adoption of bipedalism, 4) the elaboration of human culture on the basis of the hunting and gathering, food–sharing, and tool–making complex, 5) the gradual development of locally adapted subsistence strategies and cultural diversity, 6) the emergence of agriculture, and 7) the founding of cities and states. 2 hrs. lect., 1 hr. disc., 1 hr. film.
Mr. Andrews

SA 191 Introduction to Women in Social Thought Fall

In this course lectures, readings and discussions will explore the multi–faceted ways in which gender as a social construct contributes to the asymmetric organization of our social worlds. Through a thematic and interdisciplinary approach we will explore the major contributions of feminism to modern scholarship as well as its implications for social change. While focussing primarily on the North American context, the course will nevertheless incorporate the crucial challenges of black, 'third world' and international feminist voices. Ms. Raissiguier

THEORY AND METHOD

SA 205 Topics in Social Thought: Stability and Change Fall

The course will analyze how sociological and anthropological research can contribute to our understanding of the social world and the various forms of human organizations. The objective is to provide the students with a better understanding of how various theoretical approaches in both fields have highlighted and analyzed certain aspects of the organization of human society. By comparing approaches to common problems, the course will also bring to the fore recent challenges that have emerged from the 'margins' of both disciplines. Ms. Raissiguier

SA 301 The Research Process – Sociology Spring

Introduction to the basic tools of sociological research from problem formulation (relationship of concepts, hypotheses

and theory) through strategies of design and data collection, to analysis and presentation of results. Exposure to interviews, structured observation and participant–observation. Concentration on the survey approach, with the class conducting an actual sample survey. Submission of the senior project proposal. Strongly recommended for juniors. (SA 105 or permission.) Mr. Haerle

SA 302 The Research Process Anthropology (CW) Fall

The aim of this course is to prepare the student to conduct research, to evaluate and present research in a scholarly manner and to critically evaluate the research of others. Practice and evaluation of such basic techniques as observation, participant–observation, structural and open–ended interviews and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors. This course will satisfy the Intensive Writing requirement. Mr. Andrews

SOCIAL ORGANIZATION AND COMPARATIVE INSTITUTIONS

SA 304 Women, Culture and Society Spring

The study of women cross–culturally raises a number of difficult and delicate issues. Do women constitute a legitimate category of analysis? What explains the diversity of women's roles across societies? How do we assess women's status and power? What forces create changes in women's roles? This course attempts to answer these questions and to compare and contrast women's roles in a variety of societies. Analysis will concentrate on three primary domains: family and kinship; symbolic systems; and political economy. Course readings deal primarily with non–Western societies, but not exclusively so. Ms. Basu

SA 307 Social Movements and Collective Action Fall

An analysis of the range of factors which influence the emergence and development of social protest, social movements, rebellion and revolution. Topics to be considered include: the generation and mobilization of discontent; recruitment and participation; member commitment; tactics and strategy; revolutionary situations and outcomes; collective violence; and, the factors which influence the success and failure of movement organizations and collective action in general. Emphasis will be placed on critically analyzing alternative approaches and theories of social movements and collective action (i.e., self–interest/deprivation, participation gratification, traditional collective behavior and resource mobilization). Empirical studies will be used throughout the course. Mr. Rochford

[SA 308 Sociology of Religion]

SA 315 Sociology of Education Spring

In this course we will study education both as a social institution and as a social process. In our analysis of education and its relationship to the structure of society, we will pay particular attention to the intersection of gender, class, race and ethnicity within the schools. Our objective will be to explore the ways in which education might contribute to the re/production of social inequalities as well as its potential for social change. While we will try to cover major theoretical contributions to the field from its inception, the main focus will be on recent scholarship. (This course will receive Teacher Education credit.) Ms. Raissiguier

SA 316 The Sociology of Youth Spring

In the United States, the transition to adulthood is vaguely defined, resulting in an adjustment period characterized by "sturm and drang." The problems addressed spring from a set of historical, demographic, biological, cultural, economic and institutional forces and developments. Within the framework of a youth culture and peer group support, we shall explore the following types of issues: problems of social and sexual identity and maturity, youth in history and fiction, alienation and political activism, the generation gap, athletic participation and educational experiences, training for work and occupational aspirations, juvenile delinquency, and an overarching concern with ethnic and class differentiations. Mr. Haerle

[SA 345 Work, Leisure, and Sport]

[SA 380 The Anthropology of Religion]

[SA 385 Medical Sociology]

SA 387 Medical Anthropology: The Healer's Art Fall

A cross–cultural examination of healers, patients, and the social contexts in which illness is identified and treated. Special attention will be given to a consideration of illness narratives as vehicles for identifying and limiting states of ill health.

Though the course focuses mainly on small–scale, non–western societies, we will also examine minority health care and alternative healing practices in cosmopolitan contexts. Mr. Napier

[SA 390 Sociology of Women]

AREA STUDIES

[SA 321 Native Peoples of North America]

[SA 322 Native Peoples of South America]

SA 326 Latin American Culture and Society Spring

This course examines the features that distinguish the Latin American cultural area as seen from the anthropological perspective. After examining the several frameworks of subcultures and social classes, we then examine the Latin American cultural values and their social manifestations e.g., machismo, caudillos, co–Godparenthood. We will also discuss the implications of the Latin American socio–cultural milieu for the development process. 3 hrs. lect., 1 hr. film.

Mr. Andrews

SA 335 Chinese Society and Culture Fall

China serves as a case study in the anthropological analysis of a complex non–Western society. This course will be a survey of the principal institutions and ideas which form the background to modern Chinese society. Topics covered include family and kinship, religion, political and economic systems, and social change. Materials will be drawn from descriptions of traditional, contemporary (including both mainland and Taiwanese settings), and overseas contexts. Ms. Basu

[SA 336 Indian Society]

SOCIAL PROCESS AND SOCIAL PROBLEMS

SA 343 American Community Studies Fall

An examination of the American experience since 1920, as viewed through the participants in various types of communities. Dominant cultural values (and their changes) will be studied in relation to emergent and changing community organization. Within the framework of the folk–urban continuum, consideration of various theories of community formation and development. The influence of industrialization, social class and ethnicity will be explored in the context of the small town, the urban neighborhood, suburbia, the communal setting and in fiction. Assessment of methodological approaches and problems. Mr. Haerle

SA 352 Social Psychology Spring

The purpose of this course is to examine the relationship between the individual and society. How individuals shape society and how societies shape individuals will be a central topic of concern. This dialectical relationship will be considered relative to the particular relationship between modern society and the modern individual. Emphasis will also be placed on the ways in which social structures affect the psychological well–being of the modern social actor. Mr. Rochford

[SA 354 Ethnic Groups in the United States]

SA 355 Race and Ethnicity Fall

This course examines race and ethnicity as the basis for patterns of social interaction and social inequality in both western and non–western societies. Several current interpretations of ethnicity will be explored, including those which emphasize the institutional structures which support racial and ethnic inequality, conflict and competition over scarce resources and power, boundary definition and maintenance, and solidarity based on shared cultural understandings. Ethnographic examples will be drawn from Asia, Africa and the United States, and will include analysis of both contemporary and colonial settings. Ms. Basu

[SA 382 Symbolic Anthropology]

SA 388 Deviance Fall

This course will examine various sociological theories, ways of thinking and understandings about the nature of deviant behavior and its causes. Specific forms of deviance to be examined include mental illness and crime. To be considered also are a range of institutions and agents of social control responsible for processing and treating deviant populations. In considering both the definition and control of deviance, emphasis will be placed on the socio–historical context in which that deviance occurs. Throughout the course, emphasis will be focused on what the study of deviance reveals about the nature of society.

Mr. Rochford

SA 396 The Sociology of Death and Dying Spring

This course will examine feelings about impending death, grief, and the quest to give death explanation and meaning. More specifically, the course will focus

on death–related issues for the twentieth century western world. The power of technology and modern medicine will be assessed relative to implications for death and dying. The sociological reasons for groups at risk for suicide will be examined, and finally AIDS will be considered. The underlying theme of the course is thus an attempt to examine the social structural threads which frame our ability to control, to explain and make meaningful death, as well as to care for the dying themselves.

Ms. Burfoot

[SA 488 Seminar on the Sociology of Emotions]

SA 489 The Sociology of Mental Illness Spring

The course explores a variety of sociological issues and approaches to the study of mental illness. Among the issues considered are: 1) models of "madness" (i.e., medical model, labeling theory, socio–cultural origins of mental disorder); 2) characteristics of and historical trends in the social organization of mental health care (e.g., asylum, therapy, and community–based care); and, 3) contemporary controversies concerning the treatment of mental illness (e.g., deinstitutionalization).

Mr. Rochford

SA 500 Advanced Individual Study

Fall, Spring

Open to qualified students, by permission. Staff

SENIOR PROGRAM

SA 700 Senior Essay Fall

Under the guidance of a faculty member, a student will carry out an independent, one–semester research project, often based on original data. In addition, a senior seminar, in which recurring problems in writing will be discussed, will be held during the fall semester. The final product must be presented in a written report of 30–45 pages, due at the end of the fall term.

Mr. Andrews

SA 710 Senior Thesis Fall, Winter

Under the guidance of a faculty member, a senior will carry out an independent research project, often based on original data. In addition, a senior seminar, in which recurring problems in thesis writing will be discussed, will be held during the fall semester. Data must be analyzed and presented in a written report of 70–80 pages. Superior performance will be considered for Honors (see information on "Departmental Honors.") Due at the end of the winter term. Mr. Andrews

[SA 338 Power and Authority in World Cultures]

SPANISH

Professors: Alicia Andreu, Roberto Véguez *Associate Professor*: Eduardo Béjar (Chair) *Assistant Professors*: José Alberto Portugal, Gladys White *Instructor*: Evelina Felicité–Maurice *Visiting Instructor*: Sharon Rybak *Lecturer*: Judith Liskin–Gasparro (on leave all year) *Assistant*: Gracia Lafuente

In its program of studies in Spanish, the department of Spanish/Italian is committed to the twofold aim of developing in its students a full command of the language as well as a mastery of a body of knowledge reflecting the rich contribution of the Hispanic peoples to the world's literature and culture. The early courses concentrate on the rapid and thorough development of the fundamental language skills in preparation for the more advanced courses in language, literature, and culture and civilization. Integrated with the department's offerings are the Middlebury Program for juniors in Madrid and the Middlebury Summer Language School of Spanish, including intensive courses from the beginning level. Upon approval, students may opt to study in Spanish America. Non–majors are encouraged to take avantage of these opportunities to widen their educational horizons by studying in the context of another cultural milieu. Majors are encouraged to supplement their programs by selecting in consultation with the department, courses from related areas.

Major program: The major consists of a minimum of eleven courses, including the following: 1) SP 300; 2) at least two literature courses at the 300 level (not including SP 300); and 3) at least one advanced course beyond the 300 level during the senior year. No more than two courses at the 100 level or from the 201–219–220 sequence may be counted toward the major. SP 101, 102, 103, and 201 do not fulfill the distribution requirement; either 219 or 220, but not both, may count toward the distribution requirement.

Joint Majors: The Spanish component of a joint major will consist of at least seven courses from departmental offerings. No

more than two at the 100 level or from the 201–219–220 sequence may be counted. SP 356 may count. Other requisites include SP 300 and at least one advanced course beyond the 300 level during the senior year.

Programs Abroad for Juniors: The department expects that majors will spend at least one semester in residence in a Spanish–speaking country. Middlebury offers both year and semester programs in Madrid. Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the Teacher Education Program should consult with their advisors in both areas as early as possible to avoid any conflict in plans. Students planning to go abroad are required to have taken SP 300. The deadline for applications is February 1. Students interested in attending the program in their junior year should consult the dean of the Spanish School, preferably before registration for fall semester of their sophomore year.

The following is a representative list of courses offered in the Middlebury Program for juniors in Madrid in the last few years.

Fall

338	Gobierno e instituciones españolas
339	Politica española contemporañea
345	Historia de Latinoamérica comtemporañea
348	Instituciones financieras españolas
408	Teoria y practica de la traducion
465	Poesia española contemporañea

Spring

331	Fondo historico de España
340	Arte en los museos de Madrid
342	La actualidad española
349	Sistemas politicos contemporañeos
410	El subjuntivo
461	Narrativa de la tierra en Latinoamérica

Honors: Upon completing an advanced course beyond the 300 level during the fall semester of the senior year, the student may be nominated as an Honors candidate (SP 705). The department will award Honors, High Honors, Highest Honors on the basis of the student's thesis completed in SP 705 and his or her previous work in the department.

A Spanish major will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury and study abroad.

SP 101 Intensive Beginning Spanish Fall

An introduction to the Spanish language that provides a foundation in both spoken and written Spanish. An integrated program, focusing on vocabulary development, conversation practice, and the rapid mastery of basic structures, encourages students to develop skills in a personalized context. Six class meetings per week (three grammar/conversation classes, two drill sections, and one hour of language laboratory). This course may not be used to fulfill the Foreign Languages distribution requirement.

Mr. Béjar, Mr. Portugal

SP 102 Intensive Beginning Spanish Winter

A continuation of SP 101, required for enrolling in SP 103. This course may not be used to fulfill the Foreign Languages distribution requirement. Staff

SP 103 Intensive Beginning Spanish Spring

A continuation of SP 102. Emphasis on increased oral proficiency in the language through continued conversation, vocabulary development, and mastery of structures. Films, Spanish–language television, and short contemporary prose and poetry selections will be used to strengthen students' listening and reading comprehension and enlarge their view of Hispanic life and culture. Six class meetings per week. This course may not be used to fulfill the Foreign Languages distribution requirement. Mr. Béjar, Ms. White

[SP 164 Contemporary Spanish–American Writing (in English)]

SP 201 Intermediate Spanish Fall, Spring

A course designed to consolidate the skills attained in SP 101–103 or its equivalent. Readings, discussions and compositions. This course may not be used to fulfill the Foreign Languages distribution requirement. Ms. Felicité–Maurice

Mr. Portugal, Ms. White

SP 219 Self–Expression in Spanish (CW) Fall, Spring

A middle course for students seeking to perfect their command of Spanish. The course will consist of oral and written assignments on a variety of topics chosen to increase the students' control of the structures and vocabulary of the language. The course will also include a thorough review of grammar at a fairly advanced level. One, but not both, of SP 219 and SP 220 may be used to fulfill the Foreign Languages distribution requirement. One Section satisfies the College Writing requirement.

Ms. Felicité–Maurice
Ms. Rybak, Mr. Véguez

SP 220 Spanish Conversation Fall, Spring

An intermediate course designed to perfect the students' fluency in spoken Spanish through a carefully structured program leading gradually into free conversation on topics of broad general interest. The course is based on a variety of materials, including articles from current Spanish and Spanish American magazines and other media. One, but not both, of SP 219 and SP 220 may be used to fulfill the Foreign Languages distribution requirement. (Permission of the instructor)

Ms. Rybak

SP 300 An Introduction to the Study of Hispanic Literature Fall, Spring

An advanced language and literature course designed to perfect skills in literary analysis and critical writing. The work will be based on the reading of a number of outstanding works in prose and poetry. Frequent short, critical essays will complement the reading and provide the student with practice in writing. (SP 219 or equivalent) Ms. Andreu, Mr. Portugal

SP 301 The Literature of Spain from the Middle Ages to 1700 Spring

An introduction to the masterworks of Spanish literature from its inception to the period of its greatest flowering in the sixteenth and seventeenth centuries. Readings will include the great medieval epic of *el Cid*; the traditional ballads or "romances," representative selections from both *Don Quijote* and its celebrated precursor, *La Celestina* as well as from other works from Spanish writers of the Renaissance and the Baroque. Ms. White

SP 302 The Literature of Spain from the Eighteenth Century to the Present Fall

An introduction to the masterworks of Spanish literature from the eighteenth century to the present. We will examine the historical and cultural backgrounds of the period under study and discuss the literary works that best represent it. Students will be required to do class presentations and to write papers. Ms. Andreu

[SP 303 The Literature of Spanish America from the Conquest to the Nineteenth Century]

SP 304 The Literature of Spanish America from the Conquest to the Nineteenth Century to the Present Spring

A critical study of the development of Spanish American letters from the nineteenth century movements of independence from Spain to the *avant–garde* literature of the present. (SP 300 or equivalent)

Ms. Felicité–Maurice

[SP 305 Interpreting Medieval and Renaissance Letters: Resistance and Différence]

[SP 306 Modernism and the Generation of 1898]

SP 356 Ideas and Cultures of Spanish America from the Conquest to the Present Fall

An analysis of major socio–political and cultural elements present in representative Spanish–American texts, from the initial period of the conquest to the present time. Works to be discussed will illustrate cultural elements that bear upon the formation of present day Spanish–American civilization. Ms. Felicité–Maurice

400 level courses are seminars intended for seniors who have already completed SP 300 and two other literature courses in Spanish at the 300 level, or with permission of the instructor.

SP 402 Cervantes y *el Don Quijote* Spring

A detailed discussion and analysis of the *Quijote*, with additional readings from major literary and cultural sources.

Mr. Véguez

SP 432 Short Story and Society in Spanish America Spring

Since the period of the wars of independence from Spain, the short story has been an effective means of representation of the social reality of Spanish–America. This course will analyze a number of literary texts that are crucial in the formation of the Spanish–American identity. Authors to be studied will include Echeverria, Cortazar, Ferré, Poniatowska and others.

Mr. Béjar

[SP 442 Latin American Women Writers: Expanding the Canon]

[SP 446 History and Fiction in Contemporary Spain]

[SP 460 Love, Honor and Deceit in the Golden Age Theatre]

SP 462 Narrative of the Golden Age Fall

The objective of this course is to analyze representative texts of the Golden Age Narrative, with the exception of Cervantes's *Don Quijote*. Primary texts will be discussed in light of cultural and socio–historical elements of the sixteenth and seventeenth centuries in Spain. Major works will consider the Exemplary Novels of Cervantes and Maria de Zayas.

Ms. White

SP 470 The Artistic Representation of the Indian and the Indian World in Latin American Fiction Fall

The course is devoted to the study of the problems in the artistic representation of the Indian and the Indian world in Latin American culture. We will focus on a group of novels written by non–Indian authors from Mexico, Guatemala, Ecuador, Peru and Bolivia. In addition to these major narratives, the course will provide a survey on other literary genres (short story, essay, testimony), as well as painting and film, that will broaden our scope on the nature of the problem that we will be addressing.

Mr. Portugal

SP 500 Independent Study Fall, Spring

The department will consider requests by qualified juniors and seniors to engage in independent work. Staff

SP 705 Seniors Honors Thesis Spring

Requirements:

1. A student with a departmental average of B+ and senior work of B+ or better may initiate the procedure for an Honors Thesis proposal.

2. The student should have a topic which he/she wants to develop into an Honors Thesis.

3. The topic should derive from studies and experiences in the Hispanic field at Middlebury.

4. The student submits a thesis proposal with a bibliography to a prospective advisor in the Department by ***November 1***.

5. If the subject matter is deemed viable by the advisor, the proposal will be reviewed by the department.

6. Students will be notified of their grade in the senior course the week after Christmas.

7. Final proposals are to be submitted by the second Friday of winter term.

8. The due date for the first draft of the thesis is April 1.

9. The due date for the final copy of the thesis is the last day of classes.

10. The department nominates a second reader for each thesis project. The second reader will participate in the correction of and commentary on the first draft. In case of a discrepancy, the department chair makes the final decision.

TEACHER EDUCATION

Professor: Timothy Light *Associate Professor*: Richard Dollase (chair) *Assistant Professor*: John Norman *Lecturers*: Joanna Hall, Harry Lawrence, Betsy Thurber

While the Teacher Education Program is not a major, successful completion of all the requirements of the program will be registered on the student's transcript as a concentration. The program offers students opportunities to study educational issues and to prepare themselves as elementary or secondary teachers. Upon graduation, students who have successfully completed one of the programs described below are licensed to teach in the State of Vermont, whose licensee is recognized by the following states. (However, some states now require a teacher competency examination before licensure will be granted.)

Alabama	New Jersey
California	New York
Connecticut	North Carolina
Delaware	Ohio
Florida	Pennsylvania
Hawaii	Rhode Island
Idaho	South Dakota
Indiana	Tennessee
Kentucky	Utah
Maine	Virginia
Maryland	Washington
Massachusetts	West Virginia
New Hampshire	District of Columbia

The initial Vermont Professional license (Level one: Beginning Educator's License) is for a two–year period. It may be renewed indefinitely.

After successful completion of two years of teaching and on the recommendation of the local standards board, a Level One teacher is eligible for the Level Two: Professional Educators' License. The Level Two teaching license is renewable every seven years.

Holders of the initial Vermont license who are teaching in another state must qualify for a regular professional license according to the requirements of that state.

Students interested in earning teacher licensure should notify the Teacher Education office of their interest as early as they can, preferably by the fall of sophomore year. Planning ahead will avoid conflicts later on. Students should plan on devoting a full term (4 course units) to their student teaching and their study of teaching methods.

Requirements for elementary licensure (K–6):

1) One term of college science or a course in the physical sciences; one–term course in mathematics (highly recommended; see mathematics department for relevant courses).
2) A one–term course in the foundations of education. (PY 225 Child Psychology.)
3) A one–term course on the methods and materials of teaching reading, language arts and the social studies at the elementary school level. (TE 205.)
4) A one–term course on the methods and materials of teaching mathematics and science at the elementary school level. (TE 210.)
5) A Winter Term course on the methods and materials of teaching the arts at the elementary school level.
6) The professional semester:
   TE 404 Curriculum Development in Elementary Education. (Seminars/ Workshops in physical education and health education.)
   TE 405–406–407 Student Teaching in the Elementary School.

Requirements for secondary licensure (7–12):

1) A major or its equivalent in a discipline which coincides with a subject taught widely in public secondary schools is necessary for teacher licensure. Middlebury College presently recommends students for secondary–level licensure in the following areas:
   English, French, German, Russian, Spanish, Mathematics, Biology, Chemistry, Geology, Physics, Earth Science, Science, History and the other social sciences. Students who intend to major in the social sciences or who wish double licensure should consult the Director of Teacher Education as early as possible in their college careers.
2) A one–term course in the foundations of education. (Either TE 201: Critical Issues in American Education or TE 202: Issues in Adolescent Development.)
3) A Winter Term field experience course working as a teacher assistant in a secondary school.
4) A one–term course on the methods and materials of teaching reading and study skills in secondary school subjects. (TE 220.)
5) The professional semester:
   TE 414 Problems and Methods of Secondary Education,
   TE 415–416–417 Student Teaching in the Secondary School.

The following Foundation of Education Course is highly recommended:

SA 315 Sociology of Education (See Sociology/Anthropology)

6) **Winter term courses in teacher education:** Three winter term courses are regularly offered at Middlebury.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 021 Social Class and Ethnic Relations in America Fall
Mr. Norman

TE 201 Critical Issues in American Education Fall

A study of persistent problems and ethical issues in educational practice with emphasis on the developmental process and on how children reason and learn. Case materials and readings will focus on such issues as the best way to promote cognitive development and moral education, alternative schooling, minimum competency testing, school discipline, censorship, desegregation and the rights of teachers/students and the handicapped. Field work/research required of those planning to student teach at the secondary level. Mr. Dollase

TE 202 Issues of Adolescent Development Spring

Multiple perspectives on the physical, cognitive and psychosocial transitions related to adolescent development. Drawing upon cross disciplinary studies from psychology, sociology and the field of education, topics considered include adolescent peer culture, adolescent prejudice, new male/female roles, gifted education, juvenile delinquency and learning styles and learning problems of the adolescent. Field work is required for those planning to teach at the secondary level. (Seniors must have permission of instructor to enroll.)
Mr. Dollase

TE 205 Methods of Teaching Language Arts in the Elementary School Spring

An introduction to curriculum theory and design in language arts and social studies. In addition to the three hours of weekly class, students spend two to three hours per week observing elementary school classes in the Middlebury area.
Staff

TE 210 Methods of Teaching Mathematics and Science in the Elementary School Fall

An examination of current trends in content, methods and materials of elementary school mathematics and science. In addition to the three hours of weekly seminars, students spend two to three hours per week observing in elementary school classes in the Middlebury area.
Ms. Hall

TE 220 Teaching Reading and Study Skills in Secondary School Subjects Fall

An introduction to curricular and instructional theory as it relates to the teaching of reading and study skills in the secondary school content areas. In addition to the weekly seminar, students are expected to spend two or more hours per week observing and tutoring in secondary schools in the Middlebury area.
Mr. Dollase, Ms. Thurber

TE 230 The Profession and Practice of Educational Evaluation Spring

An introduction to the theoretical and practical frameworks of program evaluation in educational contexts. Specific seminar topics include, but are not limited to, the following: needs assessment techniques, social and political factors that influence the utility of evaluation, quantitative and qualitative approaches to measurement, guidelines for conducting formative and summative evaluations, data-gathering designs, sampling strategies, and measuring and assessing affective variables. Open to sophomores, juniors and seniors. Mr. Norman

TE 305 Contemporary Topics in Higher Education Fall

An analysis of the major issues relating to institutions of higher education. Specific seminar topics include selective admissions, the value of college education, college athletics, grading and evaluation, academic freedom and tenure, financing higher education, and governance and power. (Course limited to 12) Mr. Light

TE 310 Urban Education Spring

Education problems of the inner city considered in the context of schools and community. Current issues and crises in urban education are examined from historical, philosophical, psychological and pedagogical perspectives. Topics include compensatory education and head start, curriculum of inclusion, school desegregation, bilingual–bicultural education, cognitive styles and student resistance and drop outs. (Enrollment limited to 15 students. Open to Juniors and Seniors)
Mr. Dollase

TE 404 Curriculum Development in Elementary Schools

Fall, Spring

Concurrent with elementary student teaching, this course is designed to provide guidance in curriculum development and its implementation in the classroom, and to explore some of the issues related to the teaching process and profession. Methods and materials in the teaching of health and physical education will also be considered. (Co–requisite: TE 405–406–407)

Ms. Hall

TE 414 Problems and Methods in Secondary Education

Fall, Spring

The purpose of this course is to extend the study of general methods of teaching in the secondary schools and to provide study in the curriculum and special methods of specific teaching fields. (Co–requisite: TE 415–416–417)

Mr. Dollase, Ms. Thurber

TE 415 Student Teaching in the Secondary School

Fall, Spring

A semester–long practicum in a local secondary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and college supervisors for the sharing of ideas, problems, and experiences. (Co–requisite: TE 414) Mr. Dollase, Ms. Thurber

TE 416 Student Teaching in the Secondary School

Fall, Spring

See TE 415.

TE 417 Student Teaching in the Secondary School

Fall, Spring

See TE 415.

Winter Term Courses:

Children and the Arts

A study at the elementary level of arts education programs, specialized arts instruction, the integration of the arts into classroom activity and community arts resources, with particular emphasis on the value of the arts and on the creative process. Students will participate five hours a week in a local arts program for children. Students will gain a fuller appreciation of the creative process through study arts activities and a portfolio of their artistic works. This course is required for students concentrating in Teacher Education at the elementary level. Staff

Field Experience in Secondary Education

This course provides students with the opportunity to explore the possibility of a career in teaching. During the term, each student will be assigned to work with a regular classroom teacher in a local secondary school as a teacher assistant. Tasks will vary but usually include observing classes, tutoring, directing small–group work, etc. Students are required to be in the school five mornings per week (8:30–1:00). In addition, seminars will be held on two afternoons (1:30–3:00) on campus to discuss the field experience. This course is required of students planning to concentrate in the secondary teacher education program. Prior to registering, students should complete and return a field placement application available in the Teacher Education Office.

Mr. Dollase

Field Experience Internship at DeWitt Clinton High School

This course provides teaching and learning opportunities at DeWitt Clinton High School, an urban school in New York City. During the term, each student will be assigned to work as an intern with a classroom teacher. Tasks will vary but will include observing classes, tutoring, grading quizzes and homework, directing small–group work, and perhaps making some large–group presentations. Students are required to spend five full days at the school each week. Prior to registering, students should have filled out an application available from the Teacher Education office, and completed an interview with the DeWitt Clinton Internship Committee. Limit on enrollment: 10 Honors, Pass, Fail

THE PROFESSIONAL SEMESTER

Admission to the professional semester is by application only. Application forms may be obtained in the Teacher Education office. Students who intend to student teach during the fall semester must submit their completed applications no later than March 15 of the previous semester. Students who intend to student teach during the spring semester must submit their completed applications no later than October 15 of the previous semester. In order to be assured of a positive recommendation for licensure, students must complete the student teaching experience (TE 405, 406, 407, or TE 415, 416, 417) with a grade of at least B.

The Ninth Semester Program: Students who wish to gain teacher licensure but are unable to complete the professional semester during their undergraduate years, may apply to undertake student teaching shortly after their graduation. To be eligible, students must complete all pre–practicum course requirements including 60 hours of field work at an elementary or secondary school, and meet the prerequisites for acceptance into the professional semester (see below). Tuition fee is $1000. In addition, students will be expected to live off–campus and to provide for their own housing and meals.

Prerequisites to the professional semester are as follows:

Demonstrated competence in writing, speaking, mathematics, and mastery of the subject matter as attested by:

- successful completion of a First Year Student Writing course;
- assessment by the Teacher Education Program staff of a student's language facility in methods and materials courses;
- achievement of a score of 500 or more on the mathematics section of the Scholastic Aptitude Test or passing basic skills test in mathematics;
- assessment by the department chairman in the student's major (secondary) or by the appropriate liberal arts faculty and the Teacher Education Program staff (elementary).

Demonstrated intellectual competence as attested by one or more of the following:

- an overall B average the semester before student teaching;
- a B average in field of major studies before student teaching;
- review by the Teacher Education Program Committee of the applicant's transcript and letters of evaluation by the department chairman (or designate) in the major and by other liberal arts professors. The recommendationof the Teacher Education Program Committee will be submitted to the Vice President for Academic Affairs final approval.

Demonstrated commitment and personal qualities needed for a successful career in teaching as attested by:

- satisfactory performance in field work in the school as an observer, tutor or teacher assistant;
- a recognized interest in undertaking student teaching and considering a career in education that is reflected in a personal statement and in an interview with the Teacher Education Program staff;
- possession of such personal qualities as concern, enthusiasm, openness, empathy, cooperativeness and flexibility to adapt to new situations as evaluated by the Teacher Education Program staff, cooperating teachers involved in the student's field work and by other faculty at the College.

Also the following course requirements must be completed:

1. For elementary licensure, successful completion of PY 225 (or an equivalent course in the foundations of education), TE 205, TE 210, a winter term methods course in the arts and music, and a one–semester course in science.
2. For secondary licensure, successful completion of TE 201 (or an equivalent course in the foundations of education) and TE 220.
3. For all licensure fields, the Teacher Assistant Program (winter term) is required.

Students accepted for student teaching should register for four courses in the same term as follows:

Elementary Education

TE 404 Curriculum Development in Elementary Schools

TE 405–406–407 Student Teaching in Elementary Education

Secondary Education

TE 414 Problems and Methods in Secondary Education

TE 415–416–417 Student Teaching in the Secondary School

THEATRE, DANCE AND FILM/VIDEO

Professors: Douglas Sprigg (chair), Ted Perry *Associate Professor*: Andrea Olsen

Assistant Professors: Jule Emerson, Cheryl Faraone, Arthur St. Leger Grindon, Dale Jordan, Richard Romagnoli, Peter Schmitz *Lecturers*: Penny Campbell, Kim Bent, Donald Mitchell *Visiting Artist*: Jill Becker *Technical Directors*: Richard Forman, Allison Rimmer *Technical Director for Dance*: B. St.John Schofield *Costumer*: Linda Waters

MAJOR PROGRAM

The Department of Theatre, Dance, and Film/Video provides intensive exposure to several artistic forms. Students electing a major can expect to pursue acting, directing, design, playwriting, dramatic literature, dance, film/video study, screenwriting, and video making.

All majors take the following courses: The Creative Process (TH 116)and Independent Project (TH 500). In addition to these core courses, students majoring in this department will choose an emphasis in theatre, dance, or film/video.

THE THEATRE EMPHASIS

Designed to encourage creativity, artistic excellence, and a vigorous exploration of the current and historical possibilities for theatrical expression, the theatre emphasis guides students towards an integrated understanding of all aspects of the theatrical experience while sharpening their creative skills as actors, directors, designers, and playwrights.

Students choosing the THEATRE EMPHASIS will take TH 214: Directing I, plus one course in Design to be determined in consultation with their advisor. In addition, students will choose either the Acting/Directing Track or the Design/Production Track.

ACTING/DIRECTING TRACK

Students choosing the Acting/Directing Track will take three courses in Drama/History (see below) and five courses in Performance (see below), to be determined in consultation with their advisor.

DESIGN/PRODUCTION TRACK

Students choosing the Design/Production Track will take AR 101, AR 102, plus one course in Drama/History (see below) and five courses in Design (see below), to be determined in consultation with their advisor.

Drama/History: Introduction to Drama Study (TH 106), History of Fashion (TH 115), History of Western Drama (TH 126), Contemporary Women Playwrights (TH 206), American Drama (TH 216), Modern Drama (TH 226), Twentieth Century Experiments (TH 306), Shakespeare (EL 321).

Performance: Acting I (TH 102), Acting II (TH 202), Voice for the Actor (TH 302), Acting III (TH 402), Movement Intentionality (TH 279), Production Studio: Acting/Directing (TH 110/120)*, Repertory Company (TH 429)*, Playwriting I (TH 218), New Plays: Playwright and Directors (TH 228), Senior Independent Project (TH 700).

Design: Visual Creativity for the Stage (TH 101), Costume Design I(TH 105), Scenic Design I (TH 111), Lighting Design I (TH 113), History of Fashion (TH 115), The Psychology of Dress (TH 125), Costume Design II (TH 215), Scenic Design II (TH 221), Lighting Design II (TH 223), Production Studio: Design (TH 119/129)*. Repertory Company (TH 429)*, Stage Makeup, Specialized Costuming Techniques, Fabric Painting and Dyeing, Environmental Design for Music, Senior Independent Project (TH 700).

(*Only one)

THE DANCE EMPHASIS

Central to the dance emphasis is the development of the creative artist through critical study and practice in modern and post-modern dance techniques, improvisation and choreography, history, anatomy and kinesiology, theoretical issues and performance. Additional depth and range are achieved through work in theatre, art, music and other areas of the College curriculum. Independent projects in the junior and senior years consolidate learning in special areas of interest.

Dance History (TH 284), Anatomy and Kinesiology (TH 276), a critical studies course such as Aesthetics (PA223), three terms of technique above the 200 level, and a Senior Independent Project (TH 700) are required. Two courses chosen from the regular fall and spring course offerings in the dance program, two performance or design courses in theatre, and one course each in music and art complete the recommended program of study for the dance emphasis.

THE FILM/VIDEO EMPHASIS

The studies of film and video are viewed in their broadest cultural implications and as independent art forms. While course offerings stress the historical and critical study of film, opportunities exist for students to

make films (using video) in course work and in junior and senior independent projects.

Students who select a film/video emphasis take Film Form and Film Sense (TH 130) as well as Sight and Sound (TH 135) or Screenwriting (TH/EL 240). They also must take Film History (TH 231), as well as one of the following: Film and Modernism (TH 330), History of Video (TH 333) or Japanese Cinema (TH 237). In addition, majors select, four additional film/video courses taught within the department during the regular term. Students with an average of B+ or better in Film/Video courses and a B+ in TH 500 may propose to do a Senior Independent Project (TH 700) as one of these four courses. Three additional related courses are required for the film/video emphasis; they are chosen, in consultation with the student's advisor, from among the college's regular term offerings in twentieth century art, history, political science, literature, theatre, literary criticism, aesthetics, and American Culture.

Honors: Students who maintain an average of B+ or better for courses taken within the department are eligible for departmental honors. To be eligible for High Honors or Highest Honors, a student must have completed a high quality Senior Independent Project (TH 700).

International Major: Students may choose to pursue an International Major in the department by taking the normal number and sequence of courses for the major, plus two to four courses in the discipline taught in a foreign language at a Middlebury School Abroad or an approved equivalent, plus an advanced course in the department of the student's foreign language. Normally the TH 700 project will make use of the student's work in the foreign language.

FIRST YEAR STUDENT SEMINARS

In 1991–92, see First Year Student Seminar listings for a description of the following course(s). In 1992–93, see separate publication describing the First Year Student Seminar Program.

FS 019 Word and Video: Making Journals/ Autobiographies Fall
Mr. Perry

COLLEGE WRITING PROGRAM

TH 218: Playwriting I, and TH/EL 240: Screenwriting Workshop I fulfill the College Writing requirement.

DEPARTMENTAL COURSES

TH 116 The Creative Process: Theatre, Dance and Film
Fall, Spring

A working examination of the process by which ideas are created and given shape in theatre, dance, and film. The individual creative experience is explored in terms of working methods and perceptual forms. Lectures, discussions, presentations and readings. Required of all majors in the Department of Theatre, Dance, and Film/Video. (Freshmen and sophomores only)
Ms. Campbell, Ms. Faraone

TH 500 Independent Project
Fall, Winter, Spring

In consultation with their advisors, majors will propose a TH 500 Independent Project. Proposal forms will be submitted by April 15th of the previous term for those wanting credit in the fall term, by October 15th for those wanting credit in the winter term, and by November 1st for those wanting credit in the spring term. Projects will conform to *Handbook* "500" regulations and to the stipulations in the guidelines, which are available in the department office.
Staff

TH 700 Senior Project
Fall, Winter, Spring

Majors who have successfully completed a TH 500 project have the option of proposing to undertake a TH 700 project. The deadlines for submitting proposals are the same as those indicated for TH 500 projects. This option exists only for superior students with well–planned proposals, who have demonstrated an ability to create independent work of exceptional quality.
Staff

THEATRE COURSES

TH 101 Visual Creativity for the Stage Fall, Spring

The study of artistic visual principles as they apply to all artists in Theatre, Dance, and Film. Students will develop an understanding of color, line, form, shape, texture and balance. The psychology of color and light will also be explored. Projects in design are intended to stretch the student's artistic imagination. The class is designed for all students interested in the visual and the performing arts.
Mr. Jordan

TH 102 Acting I Fall, Spring

Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are required to audition for two departmental shows. (First year students and sophomores only, or permission)

Mr. Bent, Mr. Romagnoli, Mr. Sprigg

TH 105 Costume Design and Figure Illustration I Spring

Introduction to costume design and figure illustration. Design projects concentrate on study of period dress, design elements, composition, drawing and rendering, and theatrical style as they relate to the play, the interpretation and the occasion. Previous experience in figure drawing is useful. Ms. Emerson

[TH 106 Introduction to Drama Study]

TH 111 Scenic Design I Fall

Exploration and development of basic set design skills for theatre, dance, and film. Class projects develop skills in researching, sketching, drafting, script analysis and presentation. Design projects challenge the student's imagination and creativity. The class is structured to appeal to any student of the visual arts.

Mr. Jordan

TH 113 Lighting Design I Spring

Stage lighting is a unique craft, although it does have areas in common with the lighting of architecture, film, and television. The course examines theories applicable to all disciplines, leading to the planning and preparation of the light plot. In addition, students will work on productions in order to better understand how theory relates to practice. Mr. Jordan

TH 115 The Psychology of Dress Fall

The course will examine the symbolic and the communicative power of clothing in our culture. Attention will be given to the ways in which styles of dress function as forms of non–verbal communication, making statements about personality, moral character, social class, sexual desirability, etc. In addition, lectures, discussions, and readings will focus upon the ways in which clothing expresses our evolving concepts of what constitutes beauty vs. ugliness, masculine vs. feminine, weakness vs. power. Research projects will encourage students to explore the relationship between fashion, psychology, and ideology. Ms. Emerson

[TH 125 The History of Fashion]

TH 126 History of Western Drama Fall

Using the dramatic text as the primary focus, this course will chart the progression of theatre from its ritualistic origins to the advent of modern drama. This survey will include an overview of theatrical architecture, the evolution of design and acting styles and the introduction of the director. Since theatre does not exist in a void, a consideration of the social, cultural, political and scientific milieu of each era studied will be included in the course. Through a major paper, students will have the opportunity to more closely research aspects of a particular period.

Ms. Faraone

TH 202 Acting II Spring

Designed primarily for those students who have had some experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting I are given intensive application to different kinds of dramatic texts primarily realistic in nature. Attention will be given to developing physical and vocal resources and to the specific problems of each individual performer. (TH 102 and permission) Ms. Faraone

[TH 206 Contemporary Women Playwrights: Searching for History and Illuminating the Present]

TH 214 Directing I Fall

As a group, students will analyze a single play to discover the process involved in preparing a script for production. Attention will be given to production concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. During the second half of the course, students will cast and direct a scene to be worked on and performed in class. The practical work is combined with extensive written analysis. (TH 102 and permission) Mr. Romagnoli

[TH 216 American Drama: Contemporary Playwrights]

TH 218 Playwriting I (CW) Fall

Unlike fiction, a play uses actors on a stage to tell a story to an audience. The language of the characters, the tip of the iceberg, suggests depths of unspoken experi-

ence and stimulates the actor to discover and recreate that experience in the language of movement, gesture, tone, inflection. Readings and exercises will explore ways in which playwrights create the three-dimensional, temporal behavior which constitutes the theatrical event. These exercises, combined with a study of dramatic structure, will lead to the writing of several drafts of a short play. (An introductory writing course, an introductory theatre course, or permission)

Mr. Sprigg

[TH 221 Scenic Design II]

[TH 223 Lighting Design II]

TH 225 Costume Design and Figure Illustration II Spring

A continuation of the work begun in Costume Design and Figure Illustration I, the course will explore the theory and technique behind costume construction, including the use of fabrics, patterns, cuttings, fittings, etc. (TH 215 or permission)

Ms. Emerson

TH 226 Modern Drama Spring

A study of representative playwrights, from Ibsen and Chekhov to Osborne, whose radical experiment with the form and substance of dramatic and theatrical communication have shaped the drama and theatre as it exists today. Attention will be given to the historical/cultutral context of the plays to determine what constitutes "modernism" in the theatre, but the major emphasis will be upon a close study of the dramaturgical techniques employed by each playwright and how these techniques are designed to communicate to an audience in the theatre. Mr. Romagnoli

[TH/EL 228 New Plays: Playwright and Director]

[TH 302 Voice for the Actor]

[TH 306 Twentieth Century Experiments]

TH 402 Acting III Spring

The course will expose students to the rigorous physical, vocal, mental, and emotional demands of non-naturalistic acting, beginning with the Greeks, continuing through Shakespeare, Restoration, the eighteenth century, and ending with contemporary absurdist playwrights. Emphasis is first upon an intellectual understanding of the texts, then upon their fullest physical, vocal, and emotional expression. The course is designed for those who have had some prior stage experience. (TH 102 and an additional performance course) Mr. Sprigg

[TH 412 Special Topics: Solo Performance Developing Original Work]

PRODUCTION STUDIOS

TH 110 Fall Production Studio: Acting/Directing Fall

The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing the play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the course is determined by auditions normally held during the term prior to the performance. Candidates for stage manager and assistant director should interview with the director of the production. (Permission required)

Ms. Faraone, Mr. Romagnoli

TH 119 Fall Production Studio: Design/Production Fall

In preparing two fully produced theatrical productions for the stage, students will participate in and be exposed to professional production practices in all areas of theatrical design, including sets, costumes, props, lights, and sound. Students will be involved in planning, building, painting, construction, and the running and striking of shows. More advanced students may speak to the professors about taking on special projects, but those with little or no experience backstage are very much encouraged to participate. (Normally limited to first year students, sophomores, and juniors)

Ms. Emerson, Mr. Jordan

TH 120 Spring Production Studio: Acting/Directing Spring

The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing the play. Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the class is determined by auditions normally held during the term prior to the performance. Candidates for stage manager and assistant director should interview with the director of the production. (Permission required)

Ms. Faraone, Mr. Sprigg

TH 129 Spring Production Studio: Design/Production Spring

In preparing two fully produced theatrical productions for the stage, students will participate in and be exposed to professional production practices in all areas of

theatrical design, including sets, costumes, props, lights, and sound. Students will be involved in planning, building, painting, construction, and the running and striking of shows. More advanced students may speak to the professors about taking on special projects, but those with little or no experience backstage are very much encouraged to participate. (Normally limited to First year students, sophomores and juniors)
Ms. Emerson, Mr. Jordan

[TH 429 Special Topics: Repertory Company]

DANCE COURSES

TH 160 Introductory Dance Fall, Spring

An entry–level dance course introducing movement techniques, improvisation/composition, anatomy and history of twentieth century American modern dance. Flexibility, strength, coordination, rhythm and vocabulary in the modern idiom are developed. Concepts of time, space, energy and choreographic form are presented through improvisation and become the basis for a final choreographic project. Readings, research, reflective and critical writing about dance performance round out the experience.
Ms. Olsen, Ms. Campbell

TH 161 Advanced Beginning Dance I Fall

TH 161 and 162 together provide the grounding in the craft of modern dance needed to proceed to more advanced levels. Modern dance movement techniques are strengthened to support an emerging individual vocabulary and facility with composition. Students create weekly movement studies that focus on the basic elements of choreography and the relationship of music and dance. Readings, journalling, and critiques of video and live performance contribute to the exploration of dance aesthetics and develop the critical eye. (TH160 or permission; may be taken out of sequence.) Ms. Campbell

TH 162 Advanced Beginning Dance II Spring

Continuation of TH 161.
Ms. Campbell

TH 260 Intermediate Dance I Fall

Concentrated intermediate level work in modern dance technique, choreography and production. Improvisation supports the development of choreography with attention given to formal elements (motif and development, theme and variation, canon, chance structures, etc.) and progressively more sophisticated aspects of space, time, and energy. Creation and performance of original work are expected. Theoretical issues – questions and values of importance to the dancer/choreographer – are addressed through readings and writings.(TH 161 and 162) Ms. Becker

TH 261 Intermediate Dance II Spring

Continuation of TH 260.
Mr. Schmitz

TH 276 Anatomy and Kinesiology Fall

The study of skeletal structure, joint and muscle function, and the analysis of body mechanics. A kinesthetic examination of specific joints and muscle groups in body weight transfer, developing awareness of habits, misalignment, effort, energy consumption and chronic tension. The course will emphasize human movement potential in the vertical position, aligned to gravity, through laboratory sessions and assigned readings. (Not open to First year students) Ms. Olsen

TH 279 Movement Intentionality for the Stage Spring

An investigation of the correlation of movement to character, personality, behavior, emotion, and psychological states. An examination, through improvisation, of the kinesthetic etymology of language and an exploration of how the language of the body reflects, opposes one's spoken language. The material will be specifically geared for application on stage by actors, directors, dancers and choreographers. (TH102, TH162 or permission of instructor) Mr. Schmitz

[TH 284 Dance History]

TH 360 Advanced Dance I Fall

Daily work in modern dance at an advanced level of technique and choreography. Challenging technical demands work toward refining the body as an articulate, expressive instrument. Improvisation continues to support choreography focusing on style, group forms, and more sophisticated use of music and theatrical elements. Substantial choreographing and performance of faculty and student work are expected.The emergence of a personal philosophy and dance aesthetic is encouraged and formally articulated in writing. (TH 260 and 261) Ms. Becker

TH 361 Advanced Dance II Spring

Continuation of TH 360.
Mr. Schmitz

TH 380 /381 Dance Company of Middlebury Fall, Spring

The dancers work with the artistic director and guest choreographers as part of a dance company, learning, interpreting, rehearsing, and performing dances created for the company repertory. Those receiving credit can expect four to six rehearsals weekly. Appropriate written work, concert and film viewing, and attendance in department technique classes are required. Auditions for company members are held fall semester for the full year. One credit will be given for two terms of participation. Performances and tour are scheduled during winter term or distributed throughout the year. (Limited to sophomores through seniors, by audition)

Ms. Campbell

[TH 400 Special Topics in Dance]

FILM/VIDEO COURSES

TH 130 Film Form and Film Sense Fall

The purpose of this course is to improve our ability to look at, write about, talk about, and think about moving images, particularly film. The questions to be studied include: How does the film communicate meaning? What are the distinctive qualities of the medium? What is the nature of film authorship? The course will strive to establish a working vocabulary for the examination of the cinema and provide a background in the various approaches to the study of film. A range of classical and popular films will be screened. Readings and papers required. Mr. Grindon

TH 135 Sight and Sound I Spring

The purpose of the course is to gain a theoretical and practical understanding of how moving images and sounds (film, video, television) communicate. Participants study texts on the production of moving images, examine examples of this process, and then, using video equipment, actually produce and edit a number of short projects which require that they learn the rudimentary techniques for organizing images and sounds in ways which convey information and express feelings. (Not open to seniors) Mr. Perry

TH/AC 231 Film History Spring

This course will examine the growth of the cinema by concentrating on the establishment of the Hollywood film as the dominant international model and studying the various influences on, or alternatives to, the Hollywood model offered by other national film cultures and/or movements including the documentary film and the avant garde cinema. The course will survey the cinema by screening influential works emphasizing the medium as a developing art form while bearing in mind the impact of technology, economic institutions and the social context in which films were produced and received. Mr. Grindon

[TH 232 Independent Cinema]

[TH/AC 234 American Film Genres]

TH 235 Sight and Sound II Fall

Students who have successfully completed TH135 (Sight and Sound) may enroll in this course. They will use the College's advanced video facilities to create works that are more complex in ideas as well as in technique. Each student will choose between an exploration of independent documentary concerns, experimental video forms, or the writing, directing, and editing of longer narrative works. Emphasis will be placed upon thorough preproduction research and planning. The critical dialogue established in Sight and Sound will be extended and augmented with limited readings and screenings of outstanding independently produced work. (TH135 and permission of instructor) Mr. Perry

TH/AC 236 Television in American Culture Fall

This course will study American television as a cultutral phenomenon arising from the interaction of the networks, sponsors, government agencies, as well as the programs and viewers themselves. The course will consider TV's influence on individual experience and its social impact. The students will reflect upon their personal interaction with the medium, how it has functioned in the past, and how it can be improved. Other issues to be discussed include TV's historical development, TV's influence on public affairs, various program forms, as well as alternatives posed by video art and public television.

Mr. Grindon

TH/JA 237 Japanese Cinema Spring

This course will study the Japanese cinema by first focusing upon the major directors of the Japanese tradition, Kurosawa, Ozu and Mizoguchi and then examining the work of post–1960 filmmakers, such as Oshima and Imamura. Close attention will be given to the distinctive cinematic style of Japan as well as positioning the national cinema in the context of both high and popular culture. Readings, screenings and papers required.

Mr. Grindon

[TH 238 Third World Cinema]

TH/EL 240 Screenwriting Workshop I (CW) Fall

This creative–writing course will explore the application of narrative craft to the filmmaking process. Key elements of drama – character, setting, point of view, plot and theme – will be discussed in light of the special characteristics of film as a narrative medium, so that students may shape their own scripts in ways that exploit their filmic possibilities. Close study of selected films and published screenplays will supplement text readings; students will develop a variety of shorter scripts, which will be shared and critically discussed in a workshop format. (TH130, or EL107 or 175) Course fulfills College Writing requirement. Mr. Mitchell

TH/EL 241 Screenwriting Workshop II Spring

Building on the skills acquired in TH/EL 240, each student will attempt to write an original screenplay for a film of feature length. The various purposes of film treatments, character "backstories," synopses, sequence outlines, master scene scripts and shooting scripts will all be explored. Class discussion will primarily focus on the critical evaluation of students' own scripts–in–progress, supplemented by text readings, screenings and published screenplays. (TH/EL240, or permission of instructor) Mr. Mitchell

TH/AR 330 Film and Modernism in the Arts Spring

The development of cinema is examined in relation to the major aesthetic movements in this century. Expressionism, constructivism, futurism, surrealism, dadaism, cubism, and other theoretical–movements are shown to have an influence upon film theory and filmmaking. Readings, screenings, oral reports and research papers. (AR 202 and TH 130 or permission of instructor) Mr. Perry

TH/PA 331 Aesthetics: Philosophy and Film Spring

See Philosophy listings for description.. Mr. Bates

[TH 332 Workshop in Film Criticism]

[TH 333 History of Video]

[TH 334 Politics and Film]

[TH 335 Voyeurism and Cinema]

[TH 336 Women and Film/Video]

TH 337 Sight and Sound III Winter

A continuation of Sight and Sound II. In this course students work independently with the instructor on a singular approach to video. The choice of approach will result from their previous videomaking experience. Attention will be paid to thorough preproduction preparation and the refinement of technical skill as appropriate to the project(s). Most important will be a directed effort to develop a personal aesthetic and sensibility to the video medium. (TH235 and permission) Mr. Perry

WOMEN'S STUDIES PROGRAM

Participating Faculty: Margaret K. Nelson (Director) (Sociology–Anthropology), Alicia Andreu (Spanish), Lynne Baker (Philosophy), Ellen Basu (Sociology–Anthropology), Nancy Beadie (History), Catherine Campbell (Chinese), Nancy Coiner (English), Elizabeth Dore (History), Jule Emerson (Theatre, Dance, Film/Video), Marian Eppler (Psychology), Cheryl Faraone (Theatre, Dance, Film/Video), Diana Henderson (English), Bethany Ladimer (French), Michelle LaRocque (Philosophy), Janet Malley (Psychology), Marianne Marchand (Political Science),Tamar Mayer (Geography), Victor Nuovo (Philosophy), Nancy O'Connor (French), Ted Perry (Theatre, Dance, Film/Video), Kirsten Powell (Art), Catherine Raissiguier (Sociology–Anthropology), Carol Rifelj (French), Nancy Schrog (American Literature and Civilization), Katherine Sonderegger (Religion), Brigitte Szymanek (French)

Women's Studies is an interdisciplinary major program which employs gender as a fundamental category of analysis. Students will develop interconnections among the fundamental questions raised by the scholarship on women through a selection of courses in the humanities, languages, social sciences and natural sciences. A major in Women's Studies examines the intersections of race, class, ethnicity and culture in the constructions and meanings of gender. Course work also emphasizes the contributions made by women to society and culture, literature and the arts, and history, and seeks to understand the experience and cultural production of women in a variety of social and historical contexts. A critical awareness of methodology (in the organization of knowledge and the frameworks for analysis) is important

within each course in the major and throughout the body of the student's work.

Requirements for a Women's Studies Major: The major consists of a solid grounding in the theory and method of Women's Studies at the introductory level, advanced work in at least two different divisions of the College, specialized expertise within a traditional discipline (the field requirement), a seminar on the theory and method of Women's Studies, and a senior project. The minimum requirement for the major is ten courses in Women's Studies. Women's Studies majors must also complete a concentration in a division outside that of the student's field requirement cluster.

A. *Two Introductory Level Courses in Women's Studies*: Students must take courses in at least two different divisions. These may be chosen from among the list of courses indicated below under introductory courses offered in Departments. (Appropriate First Year Student Seminars may be substituted for an introductory course with the permission of the Program Director.)

B. *Six to Eight "200–500" Level Courses in Women's Studies and a Discipline*: Students will satisfy three criteria here:

1. Division Requirement: Four upper level courses designated as Women's Studies courses in at least two different divisions. These courses may be taken from among the list of courses indicated below under advanced courses offered in Departments.

2. *Field Requirement*: Students will design a cluster of four related courses in a special field of interest. At least one of these courses must be a designated Women's Studies course. The "field" may be chosen from the offerings of a single department or discipline but, upon approval of the Program Director, may be composed of four clearly related courses from several departments. It is recommended that students take a "methods" course in the field discipline. No more than two of the course which fulfill the field requirement may also fulfill the Division requirement.

3. *Non–Western Requirement*: At least one "non–Western" course. This must be satisfied by a course in the Field discipline or by a designated Women's Studies course.

C. *One "400" Level Course*: A seminar in the theory and method of Women's Studies to be taken during the student's junior or senior year (WS 400).

D. *Senior Work*: Students required to complete a one–semester senior essay (WS700) or a two–semester senior Thesis (WS 710) applying the methods learned in the field and seminar work. A thesis advisor may be selected from among any of the program faculty. Students engaged in senior work will meet periodically during the semester.

Honors: To qualify for honors a major must have at least a B+ average in all courses taken to fulfill major requirements. Degree of honors will be based on senior work. (Normally a student must write a thesis to qualify for honors.) Honors: Thesis grade of B+; High Honors: Thesis grade of A–; Highest Honors: Thesis grade of A or A+.

COURSES OFFERED IN DEPARTMENTS

(Please note that the list is subject to periodic revision. For a complete description of the courses listed below, see listings under the appropriate department.)

Introductory Courses

EL 114	Reading Women's Writing
FR 120	Women Writers in France
SA 191	Introduction to Women in Social Thought

(Appropriate First Year Student Seminars)

Advanced Courses

AL 260	Nineteenth Century American Women's Writing
AL 320	The Double American Renaissance
*AL 450	Emily Dickinson
AR 323	Women in the Visual Arts
CS 220	Women in Modern Chinese Fiction
*FR 362	Women and the Novel of the Ancien Régime
*GG 410	Seminar in Geography of Development: Women and Development
*GG 412	Seminar in Urban Geography: Women in the City
HI 373	History of American Women
HI 410	Constructing Latin American Women's History
PA 221	Gender and the History of Philosophy

PA 234	Philosophy and Feminism
PA 235	Feminist Theory
*PS 415	Latin American Politics : At the Crossroads of Gender and "Development"
PY 205	Psychology of Gender
*PY 420	Issues in the Psychology of Gender
RE 290	Women's Religious Life and Thought
SA 304	Women, Culture and Society
SA 390	Sociology of Women
SP 442	Latin American Women Writers: Expanding the Canon
TH 115	Psychology of Dress
TH 125	History of Fashion
TH 206	Contemporary Women Playwrights
TH 336	Women and Film

*These courses may have departmental requirements.

WOMEN'S STUDIES PROGRAM COURSES

WS 400 Theory and Method in Women's Studies Spring

This seminar consists of readings that demonstrate both the range of theoretical perspectives in women's studies and the utility of an interdisciplinary method. Students will lead discussions of the material, write position papers, and produce a term paper relevant to their particular interests within women's studies. The seminar is intended to prepare majors in the women's studies program for senior work; it is open to any student who has completed at least two introductory courses in women's studies. Ms. Raissiguier

WS 500 Independent Study Fall, Spring Staff

WS 700 Senior Essay Fall, Spring Staff

WS 710 Senior Thesis Fall, Spring Staff

GRADUATE PROGRAMS

Academic Year. Middlebury College offers graduate courses leading to the Master of Science degree in the Department of Biology during the regular academic year. Inquiries about this program should be addressed to the chairman of the department. Graduate students may be enrolled only upon recommendation of the department in consultation with the Vice President for Academic Affairs. The courses which are regularly offered for graduate credit are:

Biology: All Biology courses numbered 300 or above and Mathematics 300 or above.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.

2. The candidate must satisfy Middlebury College of his or her fitness to undertake graduate study.

3. The candidate must be a student in residence at Middlebury College for at least one academic year.

4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses. At least three of these must be research credits.

5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.

6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.

7. All work to be credit toward the degree must be completed with a grade of B– or above.

8. Participation in laboratory teaching and preparation is a degree requirement.

9. All work to be credited toward the degree must have been completed during

the ten-year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is charged at the single course rate of $1,900 in 1991–92.

Bread Loaf School of English. The Middlebury College Bread Loaf School of English is in session during the summer and offers graduate courses in literature, writing and theatrical arts leading to the M.A. and M. Litt. degrees. However, exceptionally able undergraduates are accepted. The School encourages teachers who have their Master's degree or others who have at least a Baccalaureate degree to enroll for a summer as non–degree students in a Program of Graduate Continuing Education. Admission is on the basis of college transcripts and two letters of recommendation. Although an excellent undergraduate record in English and strong recommendations are the surest admissions criteria, Bread Loaf prefers to allow applicants to establish their capabilities during the first summer.

The Bread Loaf School of English offers graduate courses in English literature and drama during a six–week summer session at Lincoln College, Oxford University. The School has also recently established a third program in Santa Fe, New Mexico, with a special emphasis upon such subjects as Native American literature, nature writing, and American Hispanic literature. The same criteria for admission pertain as at the School of English. Courses at Lincoln College or Santa Fe may be used toward the M.A. or M. Litt. degrees at the School of English.

The bulletin, issued each spring, contains further information about application and registration. Inquiries should be addressed to the Bread Loaf School of English, Middlebury College, Middlebury, VT 05753.

The Bread Loaf Writers' Conference is held at Bread Loaf in the middle of August. This Conference offers lectures, discussions, workshops and private consultations in fiction, non–fiction and poetry. Some of the leading writers in the country assemble to take part in the teaching and consulting activities. Full information is provided in the special bulletin, published each year in February. Inquiries should be addressed to the Secretary of The Writers' Conference.

The Language Schools. During the summer, courses for undergraduate and graduate credit provide intensive instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish on the Vermont campus. Graduate work leading to the Master of Arts Degree, Master of Modern Languages Degree and the Doctor of Modern Languages Degree is offered by the Middlebury College Language Schools of French, German, Italian, Russian and Spanish during the summer and abroad. The Language Schools offer a rich experience in the spoken and written language as well as in literature, civilization, linguistics, social sciences, art history and foreign language pedagogy. Students may apply for a single summer at any level. Students are placed in courses most appropriate to their linguistic proficiency as determined by placement tests taken prior to registration, and some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work. An important ingredient of a summer of study at the Language Schools is the language pledge, a formal agreement to use only the language of study, both in and out of the classroom, for the entire length of the session.

Full information about the requirements for degrees and curriculum is given in the Middlebury College Language Schools catalogue. Complete information will be mailed upon request to the Language Schools. All specific inquiries for admissions to the Language Schools should be directed to the individual school, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

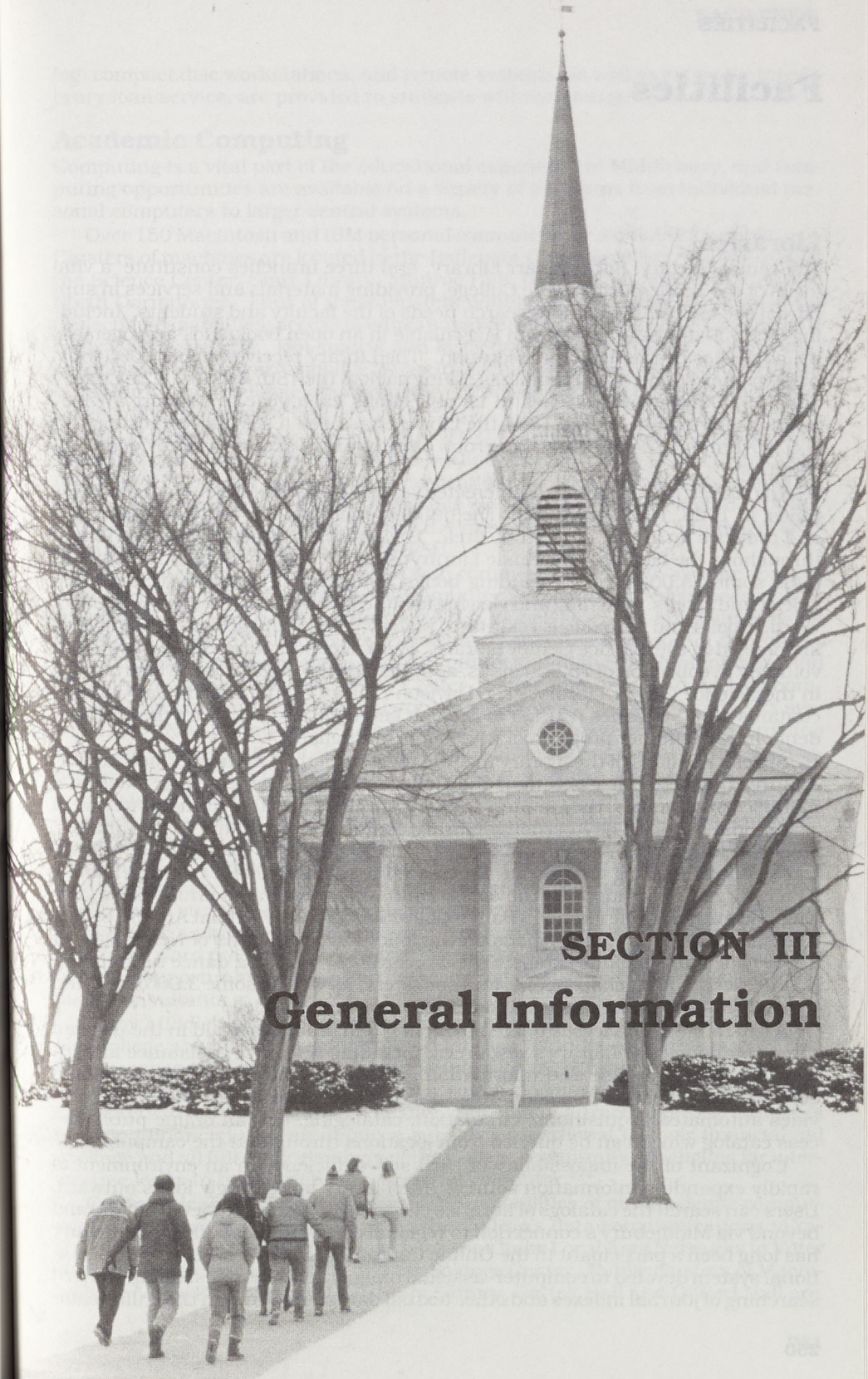
The Schools Abroad. The Middlebury Schools in France, Germany, Italy, the Soviet Union and Spain are open to qualified graduate and undergraduate students. Each school is under the supervision of a resident director appointed by the College to oversee all aspects of the program and to assist students in settling in the foreign city. Courses are taught by professors and distinguished critics and scholars, either at the local universities or in classes and special seminars organized by Middlebury College. It is expected that all students will maintain the spirit of the summer language pledge while they are abroad. After spending the required preliminary sum-

mer on the Vermont campus, graduate students may complete their course of study for the Master of Arts degree in one of the schools abroad. All are expected to carry a full load of courses in the areas of language, humanities and social sciences. Students in the Doctor of Modern Languages programs may elect to fulfill the required period of residency abroad by taking courses for credit in one of the schools, by auditing classes in preparation for the general examinations, or by engaging in dissertation (or thesis) research.

The undergraduate program in Moscow is limited to one semester, either in fall or spring. Completion of the Master of Arts degree in Russian will normally require an additional summer of work following the program in Moscow. Students in the DML program should consult with the Director of the Russian School concerning research possibilities in the Soviet Union.

The Degrees of Master of Modern Languages and Doctor of Modern Languages. In addition to the Master of Arts, the Language Schools also offer the advanced degrees of Master of Modern Languages (M.M.L.) and Doctor of Modern Languages (D.M.L.).

The degree of Master of Modern Languages is a post–M.A. degree designed to answer the needs of teachers and other individuals who wish to achieve a high level of proficiency and teaching skills either in two foreign languages (French, German, Italian, Russian, Spanish) or in a foreign language and English. The degree of Doctor of Modern Languages in the same languages differs from the traditional Ph.D. in that its emphasis is on a combination of scholarly and practical training. Detailed statements of the requirements for these degrees are available from the office of the Director of The Language Schools.



SECTION III
General Information

Facilities

Libraries

The central facility, Egbert Starr Library, and three branches constitute a vital focus of the academic life of the College, providing materials and services in support of the instructional and research needs of the faculty and students. Including 625,000 items, the collection is available in an open bookstack arrangement which invites browsing and exploration. The Library receives some 2,000 journals and newspapers, with holdings dating back to the 18th century. The Library adds 15,000 or more volumes to its collections each year to support a wide-ranging curriculum. Since 1884 the Library has been a selective depository for U.S. government documents. Generous daily hours of access are provided in all facilities.

The Egbert Starr Library was erected in 1900 and has been enlarged three times, in 1925, 1962, and 1979. The building includes 600 seats for public use and provides an after-hours study area. The seating is varied and is distributed throughout the facility. The Music Library, located in the new Arts Center, contains some 35,000 items, including books, periodicals, recordings (audio and video), and scores. Listening and viewing facilities, as well as study space, are provided. Books and periodicals relating to biology, chemistry, geology, and physics are housed in the Science Center Library. This collection numbers nearly 40,000 volumes. A collection of 75,000 maps, administered by the Library, is also housed in the Science Center Library. The Davison Library on the Bread Loaf Campus contains 4,000 volumes relating to English language and literature to serve students in the summer program of the School of English.

Special holdings of the Library include the Abernethy Library of American Literature, the Vermont Collection, the College Archives, general rare book and manuscript materials, the Flanders Ballad Collection, and the Vermont Archive of Traditional Music. The Abernethy Library contains more than 17,000 volumes, chiefly in first edition, and manuscripts of 1,200 authors. Especially strong are the materials relating to Thoreau, Emerson, Frost, and William Carlos Williams. In recent years, additions to the collection have concentrated on northern New England authors. The Flanders Ballad Collection and the Vermont Archive of Traditional Music (Arts Center) focus on the folk music traditions of New England. These collections include extensive field recordings, song and dance tune compilations, broadsides, chap-books, and songsters, as well as some 3,000 book and journal volumes on folklife traditions in Europe and America.

A full range of services is offered to faculty and students to aid in the use and interpretation of the Library's resources, including reference assistance and instruction in library use and information access. The Library's operations and services are supported by a computer-based system installed in 1986 which provides automated acquisitions, circulation, cataloging, and an online public access catalog which can be queried from locations throughout the campus.

Cognizant of the impossibility of local self-sufficiency in an environment of rapidly expanding information sources, the Library increasingly looks outward. Users can search the catalogs of libraries elsewhere in Vermont, New England and beyond via Middlebury's connection to regional computer networks. Middlebury has long been a participant in the Online Computer Library Center (OCLC), a national system devoted to computer-assisted bibliographic services. Computerized searching of journal indexes and other textual databases through the online cata-

log, compact disc workstations, and remote systems, as well as extensive interlibrary loan service, are provided to students without charge.

Academic Computing

Computing is a vital part of the educational experience at Middlebury, and computing opportunities are available on a variety of platforms from individual personal computers to larger central systems.

Over 150 Macintosh and IBM personal computers are available for public use. Clusters of machines are located in the Ballenger Computer Center in Voter Hall, the Science Center, Starr Library, Munroe Hall, Gifford Hall, and in Battell and North Dormitories. Four of these clusters double as computer classrooms with projection capabilities, access to educational courseware, and connections to the central VAX systems. Dot–matrix and laser printers are available. Public machines in Voter Hall are available 24 hours each day while classes are in session; consultants are available approximately 90 hours each week to provide assistance and answer questions.

The central systems consist of a VAX–11/785 and a VAX–8200. The VAX–8200 is dedicated to the library's on–line catalog and related activites. The VAX–11/785 is used for data communications as well as for courses and research. Programming languages available on the VAX–11/785 include BASIC, FORTRAN, C, LISP, MODULA–2, Pascal, Prolog and Assembler. Statistical software includes SAS, SPSS, and MINITAB.

The campus is also well equipped with computers devoted to specific applications and projects. For example, the Computer Science Department uses a number of Macintosh workstations running A/UX as well as a SUN 4/280 and several SPARC stations. The Geography Department operates a cluster of micro VAX workstations networked to personal computers and high resolution plotting and digitizing equipment. In the Science Center, many computers are used for laboratory instrument control, data acquisition and analysis. A VAXstation II/GPX system and SUN workstations are used for astronomical image processing. A rooftop telescope is controlled by a Mac II. SUN workstations also control a Nuclear Magnetic Resonance spectrometer and a network of seismographs.

All students are encouraged to use the public computing facilities both for regular course work and their own activities. Students from all four academic divisions can be found working on projects which mirror the variegated academic life of the College. Typical examples include: word processing in Russian, statistical analysis of data on the growth of the American economy, displaying three–dimensional surfaces for a senior thesis, and evaluating the validity of logical arguments for a philosophy assignment. Computing facilities are introduced and classes on word processing are offered during the orientation week. Students also have the opportunity to work for the Academic Computing department as computer consultants.

Many Middlebury students bring their own personal computers to campus. The College provides computing support for these students, and this is most easily done when the computers are compatible with those brands already in use on the campus. Several times each year a popular computer sales program offers computers to full–time students, faculty, and staff at attractive prices. Students receiving financial aid can obtain a subsidy proportional to their financial aid package and all full–time members of the College community are eligible for interest–free loans to help purchase a personal computer.

Communications and Networks: The capabilities of our academic computing facilities are greatly enhanced by the College's data communications infrastructure. A high–speed, fiber–optic backbone links Local Area Networks in Voter Hall, Warner Science Building, and the Science Center. Public clusters of Macintoshs in Voter Hall, Munroe Hall, Starr Library, Battell Hall and Gifford Hall are

connected with both central VAXes, the Geography and Computer Science computer laboratories in Warner Science Building, and computers in the Sunderland foreign language building. Students at the public Macintosh clusters can access software and data on central fileservers; many courses are taught using the network to distribute assignments and class materials.

Middlebury College is a member both of the worldwide BITnet computer network and the international Internet. These networks combine to provide electronic mail, file transfer capability, and remote access to thousands of computers at hundreds of major academic institutions. Middlebury VAX users can communicate electronically with most major research and academic computer sites in the country, including the National Science Foundation supercomputer centers. Any student can have an account on the academic VAX and use the networks free of charge. Academic Computing offers regular classes on using the VAXes, electronic mail, and the networks.

Students with their own personal computers can access the central VAX computers from their dormitory using a special digital capability of the campus telephone system. Thus, students can work on class assignments on the academic VAX, use electronic mail to communicate with colleagues on campus and throughout the world, or browse the Library's on–line catalog and campus information services from the comfort of their rooms.

The Language Laboratory: The Freeman Language Laboratory, located in the Sunderland Language Center, ext. 5506, includes 63 individual listening rooms and a 36–position teaching laboratory. All of the positions are equipped with specially designed student cassette recorders, and several are being outfitted with state–of–the–art multi–media workstations. Prerecorded audio cassettes and software for course work are available at the reception desk for use in Sunderland Language Center, or in the case of the software, in the nearby Ballenger Computer Center.

If you are taking a course requiring the use of the language laboratory, you must visit the lab before the first day of classes for an orientation program. This takes about 20 minutes and will facilitate the user of the laboratory when classes begin. A similar orientation may be required for use of the foreign language software in the Ballenger Computer Center.

The Language Laboratory operates on a library basis. You are not assigned a particular time, but may go to the laboratory when it is most convenient. It is possible the lab may be crowded at peak hours, and you may need to schedule your work accordingly. Typically before noon on weekdays access is much easier to the facility.

When copyrights permit, copies of language laboratory audio cassettes can be made for use on your own equipment outside of the language lab. There is no charge for this service, but the lab requires that you supply blank Maxell brand 60–minute cassettes which are available in the College Store. Other nationally recognized brands (*e.g.*, TDK and Sony) *may* be accepted, but "discounted" brands such as Certron, DAK, Laser and, *all* 120–minute tapes will not be accepted. Copies can be made for you within 24–36 hours, dependent upon demand. Inquire at the reception desk for more details.

Buildings

Atwater and Davis Houses (1975), a pair of wood frame dormitories of hyperbolic paraboloid design, each accommodating twenty–seven students, are located immediately north of Cook, Freeman, and Hamlin Halls. They are named for the first two presidents of the College. These houses were renovated in 1989.

Adirondack House (1909) houses faculty offices, the Career Counseling and Placement Office, the Student Employment Office, the office of the Chaplain and the Black Cultural Center.

Administration Building (1836). The Old Chapel, built of grey limestone and for years used as the chief recitation hall, was remodeled in 1941. Here are located the Old Chapel Room and the offices of the President, Vice Presidents, the Treasurer, Assistant Treasurer, and Deans, other administrative offices and two seminar rooms assigned to general academic use.

Allen Hall (1963) is constructed of slate from Fair Haven, the home of many years of Cecile Child Allen, '01, in whose memory it is named. It houses 106 students.

Battell Halls (1950 and 1955) are located on the approach to the Chateau and east of Pearsons Hall. They are constructed of grey limestone and house 260 students. Their name honors the memory of Colonel Joseph Battell.

Bread Loaf Campus, located 12 miles to the east of the Town of Middlebury, is an extensive tract of land and group of buildings comprised of an inn and surrounding cottages, that was willed to the College in 1915 by Colonel Joseph Battell. It has since been augmented by the construction of a library, little theatre, and other housing accommodations; by the addition in 1977 by a gift from Mrs. William H. Upson '15 and the estate of Mr. Upson of Earthworm Manor and its adjoining 180 acres of evergreen trees; and by a further gift of an anonymous donor, making possible acquisition of the Homer Noble Farm and the cabin where Robert Frost did most of his writing. Here also is located the Carroll & Jane Rikert Ski Touring Center. In 1985, 623 acres of heavily wooded lands adjacent to the Bread Loaf Campus was given to the College by Al Edwards, longtime friend of Robert Frost and Middlebury College.

Carr Hall (1951), located on College Street east of Forest Hall, is a two–story limestone building constructed in memory of Reid Langdon Carr '01, a former Trustee. Used for the Fine Arts Department for nearly twenty years, it was converted in 1968 to use as an infirmary, which was named the Parton Health Center in 1978 in memory of George F. Parton, Jr., M.D., the College's first Medical Director. Carr Hall also houses faculty offices and campus security.

The Chateau (1925). Middlebury College was a pioneer in the plan of the separate language house, where the residents use the foreign language exclusively while in the building. The Chateau is one of the oldest and still the largest "maison francaise" in the United States. Its architecture was inspired by the Pavillon Henri IV of the palace of Fontainebleau. The Chateau contains a larger salon and a Salon Louis XVI with authentic panels from the Hotel Crillon in Paris and furnishings of the period, a library, classrooms, offices, a dining room and rooms for forty–five students. It was renovated in 1990.

Cook Society (1970) is named after Reginald C. "Doc" Cook '24, Litt.D. '60, one of Middlebury's most distinguished faculty members who served on the faculty for 40 years and as Director of the Bread Loaf School of English from 1946 to 1964. The Cook Society is one of three student society buildings which bring together the academic, dining and social programs of the College.

Charles A. Dana Auditorium, completed in September 1965, and renovated in June 1981, is named in honor of the late Mr. Dana, benefactor of the College. A 270–place auditorium equipped with 16mm and 35mm motion picture projection equipment, the facility functions as a part of the Sunderland Language Center and is used by the whole College for concerts, lectures, films and other academic and cultural events.

The Deanery. The acquistion and restoration of this brick building adjoining the campus, built about the time of the founding of the College, was made possible in 1966 by the gifts of an anonymous donor interested in restoring and preserving outstanding specimens of early American architecture. The Deanery is a guest house for visitors to the campus.

Forest Hall (1936) is a dormitory constructed of grey limestone and containing sixty–three student suites, attractive reception rooms and offices for Publica-

tions, Development and Alumni Operations. It was built with funds derived from the sale of a large acreage of mountain forest to the Federal Government

Freeman Society (1970) is named after Stephen A. Freeman, Litt. D. '66, a faculty member and member of the Middlebury staff for over 45 years, Director of the Summer Language Schools from 1946 to 1970, and Vice President from 1943 to 1963. The Freeman Society is one of three student societies which bring together the academic, dining, and social programs of the College, and in addition has a game room and late–night snack bar serving the entire campus.

Robert Frost Memorial. The cabin and other buildings which Mr. Frost used as his summer home in Ripton, adjoining the Bread Loaf Campus and known as the Homer Noble Farm, were acquired by the College in 1966 through the gift of a generous benefactor.

Gifford Hall (1940), a five–story grey limestone dormitory overlooking the campus and housing 158 students, was the memorial gift of the late Mrs. James M. Gifford, widow of a long–time Trustee of the College. Gifford Hall was renovated in 1989.

Hadley Hall (1969) is named after Egbert C. Hadley '10 LL.D. '68 who served on The Board of Trustees for over 30 years, 24 as Chairman of the Board, and who traced back a virtually continuous line of Trustees associated with his family from Thomas Abbott Merrill, who joined the Board in 1806 after being a tutor at the College in 1804–05, through Peter Starr (member of the Board 1819–1860), Charles J. Starr (member of the Board 1855–1893), and M. Allen Starr (member of the Board 1898–1932). Hadley Hall is a residence for 166 students located on a high ridge beyond Pearsons with magnificent views of the Adirondacks and the Green Mountains.

Hamlin Society (1970) is named after Cyrus Hamlin, President of the College from 1880 to 1885 and under whose administration women were first admitted to Middlebury. The Hamlin Society is one of three student societies that bring together the academic, dining, and social programs of the College.

Hepburn Hall (1916), the gift of A. Barton Hepburn '71, is a five–story dormitory for 166 students, constructed of grey brick on one of the highest points of the campus. It was completely renovated and remodeled in 1988.

Christian A. Johnson Memorial Building (1968). The gift of the Christian A. Johnson Endeavor Foundation, presented by Mrs. Johnson in memory of her husband, expresses in its handsome and generous architecture Middlebury's deep commitment to the programs in Art and Music which are located in the building. A large recital hall, the Johnson Gallery for exhibits of art, studios for painting, design, graphics and sculpture, practice rooms for instruments and voice as well as a library and classrooms facilities ring the great three–story exhibition hall. The building is located on the site of the former music studios south of Wright Memorial Theatre.

Kelly Hall (1971), a residence hall for seventy–seven students located on the western edge of the campus and commanding a superb view of both the Adirondacks and the Green Mountains, is joined to Lang Hall by connecting common rooms. Kelly Hall is named after Elizabeth Baker Kelly, L.H.D. '70, who served the College from 1946 to her retirement in 1970, most of that time as Dean of Women.

The John and Barbara Kirk Alumni House Conference Center (1979), named for John '39 and Barbara Turkington Kirk '41, is situated at the edge of the College's Ralph Myhre Golf Course, overlooking the Green Mountains. This remarkably versatile and comfortable building serves Middlebury alumni, as well as providing a focal point for the College's expanding emphasis on conferences and seminars.

Lang Hall (1971) is named after Fred P. Lang '17, LL.D. '71, Trustee of Middlebury College from 1940 until his death in 1975. "Ted" Lang served his *alma*

mater in roles ranging from football lineman to Treasurer over a span of 50 years. Lang Hall accommodates sixty–one students.

Mead Memorial Chapel (1916). This colonial white marble structure of the New England meeting house type, the gift of John A. Mead '64, stands on the highest eminence of the campus, and the light which shines nightly from its spire is a county landmark. Across its facade are chiseled the words "The Strength of the Hills Is His Also." The chancel has accommodations for a vested student choir and contains a pipe organ. In the tower is a carillon of 48 bells, gift of Allan R. Dragone '50 and his wife Jane, which is played daily by a student while the College is in session. The small Sunderland Memorial Chapel is used for private devotion and special services.

Milliken Hall (1969) is named after the late Gertrude Cornish Milliken '01, Ed.D. '47 who was the first woman to serve on the Board of Trustees of the College. Located on a high ridge north of Pearsons Hall with a commanding view along the Champlain Valley, it is a residence for 111 students.

Munroe Hall (1941). Many departments have their classrooms and offices in Munroe Hall, the gift of the late Charles A. Munroe '96, a former Trustee. The exterior of grey limestone and marble trim conforms with the general colonial architecture of the older buildings.

North Dormitories (1986). Located at the north end of the campus, it is a three–unit, three–story residence hall constructed of grey limestone. It houses 133 students. It was designed by Edward Larrabee Barnes.

Old Chapel (1836), built of grey limestone and for years used as the chief recitation hall, was remodeled in 1941. Here are located the Old Chapel Room and the offices of the President and Vice Presidents, the Treasurer, Assistant Treasurer, the Deans, other administrative offices and two seminar rooms assigned to general academic use.

Painter Hall (1815) is the oldest college building in Vermont and a fine example of sturdy New England architecture. It bears the name of a founder and first benefactor of the College. Completely remodeled in 1987, it is a dormitory housing fifty–eight students.

Pearsons Hall (1911), a marble building of colonial design which commands a view of both the Adirondacks and the Green Mountains, is a dormitory for seventy students.

Porter Medical Center (1925) is a fully accredited hospital with a beautiful view of the Green Mountains, the gift of William H. Porter to the College, for use by the College and the residents of Addison County. The original buildings have been completely renovated, and a substantial wing has been added. The Medical Center has a 45–bed capacity, modern equipment, graduate nurses always on duty, resident surgeons, and an Emergency Room staffed 24 hours a day.

Redfield Proctor Hall (1960), named in honor of the late Governor Redfield Proctor, Trustee, and benefactor of the College, is the Student Center. It contains student lounges and offices, the College Store, the College Radio Station, Directors of Student Activities and of Food Service, two dining rooms and the Crest Room, a snack bar.

Ross Lounge, connecting Hadley and Milliken Halls, is named in honor of the late Eleanor S. Ross '95, Dean of Women from 1916 to 1944.

Science Center (1968). Located on the lower campus below Warner Hall, the Science center houses the departments of Chemistry, Biology, Geology and Physics and the Science Library.

The Service Building and Heating Plant. Originally constructed in 1912, the Heating Plant has been increased in capacity and burns coal or oil to generate steam for distribution to all main campus buildings. The steam is also used to co–generate electricity. The Service Building has quarters for administrative and shop operations. The o ffices of Director of Operations, Comptroller, Business

Manager, Cashier, and the departments of Accounting, Personnel, Purchasing and Buildings and Grounds are located here.

Starr Hall (1861) was erected to complete "Old Stone Row" – Painter, Old Chapel and Starr – and was rebuilt four years later after a fire. It was completely remodeled in 1987 and is a dormitory housing seventy–three students.

Starr Library (1900), including also the Meredith Wing, the Abernethy Library and other collections, is described previously in the section about Libraries.

Neil Starr Shelter (1963) is described in the Athletic Facilities Section.

Starrfields. A gift of Egbert C. Hadley, '10, L.L.D. '68 and Marjorie F. Hadley, this 46–acre property adjoining the Ralph Myhre Golf Course of Middlebury College serves as a guest house for visitors to the campus.

Stewart Hall (1956) is a modern dormitory of Vermont limestone containing accommodations for 166 students in double rooms and an apartment for a resident. Located on the upper campus south of Hepburn Hall, it enjoys views of both the Green Mountains and the Adirondacks. It is named in recognition of the Stewart family's long history of service to Middlebury College.

Sunderland Language Center (1965), named in honor of the late Edwin S.S. Sunderland '11, Trustee and benefactor of the College, is the headquarters with offices of the Foreign Language Division and the Language Schools. Its modern audio–visual classrooms and the Freeman Laboratory comprising recording and transmission studios, connecting with sixty–one cubicles equipped with devices for individual language study, make this the finest Language Center in the country.

Alexander Twilight Hall, at the foot of the College hill near Middlebury's village center, was built in 1867 and used until 1982 as a Middlebury public school. The College purchased and completed renovations in 1986. It houses the offices of Classics, Philosophy and Teacher Education departments and the programs in Linguistics and Japanese. Extensive classroom facilities include a 109–seat auditorium also used for film/video screenings, including the College St. Film/Video Series. The College Information Center on the ground floor provides information and directions to visitors to the campus. Twilight Hall's name honors Alexander Twilight (Class of 1823), the first black graduate of Middlebury College – in fact, of any U.S. college; he later made his career as a teacher and minister in Vermont.

Voter Hall (1913) is named after the late Perley C. Voter, for many years Professor of Chemistry at the College. Voter Hall, after a major renovation in 1988, serves as the home of both academic and administrative computing as well as a residence hall for 25 students who live in suites.

Warner Science Hall (built in 1901 and completely renovated in 1977) houses the lecture rooms, laboratories, and offices for Psychology, Geography and Mathematics. It was built through the benefactions of Ezra J. Warner, '61, as a memorial to his father, once a Trustee of the College. A greenhouse has been added to the equipment for the courses in botany.

The Emma Willard House (acquired in 1959), where Emma Hart Willard established her Female Seminary in 1814, is occupied by the offices of the Dean of Admissions and Director of Financial Aid.

Wright Memorial Theatre (1958) includes a 400–seat proscenium theatre, a computerized lighting system, a scene shop, dressing rooms, green room, classrooms and offices. The building is named to honor Charles Baker Wright, Professor of Rhetoric and English Literature at Middlebury from 1885 to 1920.

Athletic Facilities

The World War II Memorial Field House, erected in 1949 and extensively renovated and enhanced in 1982, is a building 400 feet by 120 feet, located on South Main Street. Adjacent are Paris Fletcher Field House and Porter Field, Wilson Field, and the Fred D. Lang Memorial Field. **The Arthur D. Pepin '47 Gymna-**

sium accommodates basketball courts, dances, badminton and volleyball courts. The field house also includes the Walter "Duke" Nelson Ice Arena, tennis courts, the Caswell Weight Room, the Kolligian Training Room, offices for members of the departments of Physical Education and Athletics, and shower and locker rooms for men and women students. Immediately adjoining are three outdoor platform tennis courts. An extensive fitness center was added in 1989. **Paris Fletcher Field House** (1974) is connected with the Memorial Field House and provides an unbroken span of 42,250 square feet of playing and exercise space. It is named in honor of Paris Fletcher '24, LL.D. '76, an emeritus member of the Board of Trustees. Basically a covered playing field, it serves a wide variety of coeducational uses, for physical education classes and recreational, intramural and intercollegiate sports. The building contains one racquet ball and six squash courts, and a one–ninth mile indoor track.

Beyond Paris Fletcher Field House is the **Ralph Myhre Golf Course of Middlebury College,** an 18–hole, automatically irrigated course owned and operated by the College. Shower and locker rooms, a pro–shop, a snack bar and lounge space are provided in the John and Barbara Kirk Alumni House Conference Center overlooking the course.

The 3.5km John "Red" Kelly '31 Trail was built around the course in 1976. It is lighted in the winter for night cross–country skiing and used at other times of the year for jogging and cross–country running.

The Porter Athletic Field area of about 80 acres contains a quarter–mile cinder track, a baseball diamond, the football field, bleachers and playing and practice fields for both men's and women's teams. The Fred Davis Lang Memorial Field, situated east of the Memorial Field House, consists of approximately four acres of playing fields available only for intramural sports. The Wilson Field, given by the late Colonel Joseph A. Wilson '16, is used primarily for soccer and lacrosse contests. In 1981 four new fields south of Fletcher Field House were added to the complement of practice and playing fields. Sixteen outdoor tennis courts are located on the main campus and three at Bread Loaf.

The mountain campus includes the **Middlebury College Snow Bowl**, containing a 4250–foot triple chair lift, a 4200–foot double chair lift, an 1800–foot double chair lift, and fourteen trails and slopes. In the fall of 1984, snow making equipment was installed to assure skiing as soon as the cold weather arrives. The **Neil Starr Shelter,** which serves as a base building, contains first aid and food service facilities and a library reading room. Its glass–walled main floor, balcony and terrace afford a magnificent view of the lifts and slopes. Cross–country ski trails connect the Snow Bowl with the Bread Loaf Campus, where the **Carroll and Jane Rikert Ski Touring Center** is located with 50 kilometers of cross–country ski trails including a 15–kilometer racing trail.

McCullough Gymnasium (1912) contains facilities for dance, and other indoor activities. Offices, lecture room and locker rooms are included.

The Arthur M. Brown Swimming Pool (1963), meeting N.C.A.A. competition requirements, is for the use of the entire College. It was added to the McCullough Gymnasium through the generosity of Mr. and Mrs. John Kruesi and a bequest of Malcolm T. Anderson '25, and is named for Arthur M. Brown, Director of Athletics from 1918 to 1956.

Expenses and Financial Assistance

Expenses

A fairly accurate estimate of the cost of a year at Middlebury may be made from the following list of standard charges for 1991–92:

Comprehensive Fee	$21, 200
Student Activities Fee	160
Health Insurance (optional) . . .	192

It is estimated that for the average student additional personal expenses including books and supplies amount to $1440. Travel expenses must also be considered.

It is the College policy to meet the full demonstrated financial aid need of as many students as resources will permit. The Office of Financial Aid advises students on the procedure for applying for financial aid. The Student Employment Coordinator will assist students in finding remunerative jobs both on and off campus.

The Comprehensive Fee includes tuition, room, board, health services and certain fees in respect to special obligations of the College. Credits for students excused by the Dean of Students from residing or eating in College facilities will be $1,400 room and $1,600 board.

The Comprehensive Fee covers the entire academic year and, if possible, parents are encouraged to pay it **in August.** As one of several installment arrangements available, the Fee may be billed in halves, the first **due August 15,** and the second **January 15.** A charge may be made for late payment. The applicable portion of matriculation and re–enrollment deposits, financial aid grants, and student loans that have been awarded and accepted, and of any payments received in advanced from such sources as Insured Tuition Payment Plan appear as credits on term bills, as do the aforementioned credits for those not residing or taking their meals in College facilities.

For graduate and special students, tuition is charged at the single course rate of $1,900. For students doing work in practical or applied music, the established fee for private instruction will normally be assessed. An administrative fee of $100 will apply to each 555 course which the Administration Committee approves.

Each matriculating student is issued an identification card intended to serve for his entire undergraduate course. When, on authorization of the Dean of Students, a lost identification card is replaced, a charge of $5 is made.

A rebate of $48 per week may be allowed for absence from dining halls for two consecutive weeks or longer up to a maximum of $400 per semester when prior notice of such absence is given to and approved by the Dean of Students, subject to proration if the student is receiving any federal financial aid as set forth in detail in the fourth paragraph below.

No refund of fees is made in the case of dismissal. In other cases of absence or withdrawal, refunds may be considered in accordance with the policy below. A student who withdraws voluntarily from the College after classes begin is refunded for board only at $24 per week.

Students who withdraw for medical reasons or serious emergencies shall forfeit the enrollment deposit of $200, but may receive refunds as follows:

1st week of term	80% of charges
2nd	60%
3rd	40%
4th	20%

Applications for refund should be submitted to the Dean of Students and to the extent granted will be remitted by check from the Comptroller to the person who paid the charges to which the refund is applicable (the person financially responsible).

To the extent any refund authorized represents in whole or in part the proceeds of any federal financial aid (Pell Grant, Stafford Loan Program [formerly Guaranteed Student Loan], Supplemental Educational Opportunity Grant, Parent Loans for Undergraduate Students, Auxiliary Loan to Assist Students, etc.) the amount of the refund to be returned to each of these programs, as well as to the person financially responsible, will be based on the applicable federal refund formula. The applicable portions of such refunds will be returned directly to the sources from which the funds were originally received (e.g., the personal financially responsible, the bank, the federal government, etc.), and the borrower will be given written notification of any amounts so returned to the bank on his or her loan.

A fee of $150 is charged to students who repeat the General Examination Zor wh or who resubmit their thesis and who are not enrolled in the College.

Entering students pay $200 when notifying the Admissions Office of their intent to matriculate. This deposit will be applied to the charges of the first term and is not refundable. Returning students pay a re–enollment deposit of $200 in the spring to be applied to the charges of the succeeding term and to be forfeited if the student fails by June 15 to notify the Dean of his or her intention not to return for the succeeding term.

Students may not receive grades nor expect honorable dismissal until all financial accounts are settled.

The right is reserved to change quoted charges if necessary. The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues a transcript of record on request to students wishing to transfer or to secure a statement of their course credits for any other purpose. One copy of the College record is furnished free. A fee of two dollars is charged for a duplicate of the transcript. To students who are financially indebted to the College no transcript will be issued until satisfactory arrangements have been made with the Comptroller. No fee is charged for transcripts submitted to any branch of the Armed Services.

Financial Aid

The aim of the College's financial aid program is to enable qualified students to attend Middlebury regardless of the family's financial resources. In recent years, the College has provided aid to students with financial need to the full extent of their demonstrated need. Students should not hesitate to apply for aid. Students apply for financial aid for each year they attend Middlebury. Generally speaking, eligible students may receive aid for four years (or its equivalent) at Middlebury or at a Middlebury approved program.

Middlebury uses the services of the College Scholarship Service, an organization that collects and analyzes family financial data in a uniform way. Using information from parents' tax returns and other explanatory materials the family may submit, the Director and the Office of Financial Aid staff arrive at a determination of a student's need.

Prospective freshmen must complete the Middlebury College Financial Aid Application that is included in the Admission application. The family should file the Financial Aid Form (FAF) with the College Scholarship Service by February 1. These forms are readily available at most high school guidance offices or can be obtained from the Middlebury Office of Financial Aid. Applicants should also send a complete copy (all pages) of their parents' and their own most recent Federal Tax

return, including W–2 forms and business returns if filed. Students seeking entrance under the Early Decision plan should request special instructions concerning financial aid at the time they make their application for admission.

Upperclass students who are applying or re–applying for aid may obtain the Financial Aid Form (FAF) and a Middlebury Application for Financial Aid from the Office of Financial Aid; both should be filed by March 1. Together with the complete copies of the parents' and student's tax returns, these forms give the basic documentation of a family's financial resources.

In addition to the substantial grant funds generated from the College's own endowments and from alumni gifts, Middlebury has funds available from the Carl Perkins Loan (formerly the National Direct Student Loan), College Work–Study and Supplemental Educational Opportunity Grant programs. Eligibility for these funds is determined by federal regulation and the Office of Financial Aid. All students are expected, as a matter of routine, to apply for the Pell Grant and to their State Grant Program if they expect to be considered for grant assistance from Middlebury. Another source of financial aid, the Stafford Loan (formerly the Guaranteed Student Loan), is processed by the Office of Financial Aid. Aid packages are typically a combination of grants, loans, and work.

In addition to what is expected from a student's parents, there is the assumption that students will take on responsibility for their education in two distinct but complementary ways. First, each student is asked to contribute from his or her personal savings, summer earnings and any other personal resources at his or her disposal. The minimum student income contribution for 1991–92 is $1,100 for first year students and $1,450 for all other students. Second, a student must also meet a self–help requirement during the academic year.

Generally the self–help requirement is met through a combination of loan and employment during the academic year. The staff in the Office of Financial Aid can help advise students about options that range from the possibility of earning more than the usual student income contribution to an on–campus job to borrowing to meet the full self–help requirement. While the College's resources are not unlimited, we make every reasonable effort to see that jobs are available for students who wish to work during the academic year; for those few with demonstrated need who may not borrow under the federal loan programs, we also have a limited amount of loan funds to assist them.

A student whose level of financial need is great may qualify for a supplemental grant that replaces the loan component of the self–help requirement. College grants and scholarships are credited as the funds are certified as available (Pell) or the check arrives from the state grant agency. Students are reminded that the College will not replace any federal or state grants that are not received due to to a student's failure to apply.

The more detailed booklet, "Financing Your Middlebury College Education," is available through the Office of Financial Aid. It presents facts and figures on those students receiving aid at Middlebury, samples cases of "typical" financial aid applicants, and also outlines the regulations and application procedures in considerable depth. Any additional questions concerning financial aid should be addressed to the Office of Financial Aid, the Emma Willard House.

As a matter of course, the Middlebury Financial Aid Policy complies with the 1964 Civil Rights Act and Section 504, Rehabilitation Act of 1973. It does not discriminate on the basis of race, color, sex, religion, handicap or national or ethnic origin.

Scholarships

All named, endowed, and expendable scholarships are awarded on the basis of financial need. A student must be eligible to receive financial aid in order to be considered. Eligible students are selected through the Office of Financial Aid.

Named and Endowed Scholarships

The following is a list of endowed and other named scholarships at Middlebury College. Candidates for financial aid need not apply for a specific grant. By applying for financial aid, an applicant will automatically be considered for an award from the appropriate scholarships listed below or from the general scholarship fund.

The Charles A. Dana Scholarships are available to qualified sophomores, juniors, and seniors. The purpose of these scholarships is to identify and encourage students of good character with strong academic backgrounds who have given evidence of potential leadership traits during the freshman year. The scholarships range from an honorarium for those without financial need to the full need for those requiring such support. Each year approximately fifteen new Charles A. Dana Scholars are selected. These scholarships are among the highest honors awarded to students.

Harold E. Adams Scholarship Fund. Established in 1981 by the bequest of Harold E. Adams '17. Income to be used in support of financial aid.

Betty Jean Aitchison '45 Scholarship Fund. Established in 1975 under the will of Adam G. Aitchison in memory of his daughter. Income to be used to provide annual scholarships for worthy women students without regard to race, color, or creed.

The George I. Alden Trust Scholarship Fund. Established in 1982 by a challenge grant from the George I. Alden Trust. Income to be used annually for juniors and seniors studying mathematics and science.

The Cecile Child Allen Student Aid Fund. The income to be awarded to one or more junior or senior women who need financial aid.

The Alpha Chi Scholarship Fund for Women. Established in 1982 by gifts of alumni and friends of the College to commemorate the influence of women at Middlebury during the past one hundred years and especially those women who were members of Alpha Chi from 1883 through 1926. Income to be used for financial aid for women.

Borden '39 and Louise Roberts Avery '39 Fund. Established in 1974 by Mr. and Mrs. Avery. Income to be used for partial tuition scholarships to promising young people from middle income families who need some aid. Students from Vermont are to have preference.

The William N. Badgley '61 Memorial Scholarship Fund. Established in 1981 by Muriel Selden Paris. Income to be used annually for scholarship aid.

The Cornelia W. Bailey Fund. Established in 1929 under her will for students of the Protestant faith residing in Vermont.

The Baldwin Fund. Received in 1871 from the Estate of John C. Baldwin, Esq., of Orange, N.J., for men.

Baltic Scholarship Loan Fund. Established in 1984 for the benefit of students of Baltic descent, including, without limitation, the countries of Latvia, Lithuania, and Estonia.

The Frieda Derdeyn Bambas Scholarship. Established in 1982. Income to be awarded annually to a deserving student of the French School who shows exceptional ability and interest in French.

The Cesare Barbieri Endowment Fund.

The Joseph Battell Scholarships. Awarded annually to worthy young women of Addison County.

The Ludwig C. Baumann '53 Memorial Scholarship Fund. Established in 1976 by the gifts of Ludwig E. and Elizabeth P. Baumann in memory of Major Ludwig C. Baumann, USAF, who was lost in the service of his country in Vietnam on January 30, 1969.

The Beckwith Scholarship Fund. Established in 1985 by a gift of Edith Lee Beckwith '44 and Kenneth R. Beckwith '41 at the time of the 45th Reunion of the Class of 1941. Income to be used in support of financial aid for deserving students from Vermont with preference given to students of Addison County.

Carmella J. Belmont Scholarship Fund. Established in 1983 in memory of Carmella J. Belmont by her daughter, Loretta R. Godfrey–Belmont. Income to provide financial aid to a worthy entering female student for her four years at Middlebury College.

Lorenzo P. Belmont Scholarship Fund. Established in 1983 in memory of Lorenzo P. Belmont by gift of his daughter, Loretta R. Godfrey–Belmont. Income to provide financial aid to a worthy entering male student for his four years at Middlebury College.

Loretta R. Godfrey–Belmont Scholarship Fund. Established in 1983 in memory of her husband. The income is to be used for financial aid for a worthy student to be used for his or her fours years at Middlebury College.

Lea Z. Binand Scholarship Fund. Established in 1956 by Mrs. Stella L. Christie. Income to be used annually for scholarship aid in the French Summer School.

Harriet B. Blakeman '14 Scholarship Fund. Established in 1988 by the gift of the Estate of Harriet B. Blakeman '14 with income to be used annually.

Edward L. Bond, Jr., Memorial Scholarship Fund. Established in 1962 in memory of Edward L. Bond, Jr.'62 by his parents and friends. Income is used to aid a deserving junior or senior man possessing the qualities of campus citizenship and leadership exemplified by Ted Bond '62.

The Borgia Scholarship Fund. Established in 1986 by Jan Borgia for scholarship aid to graduate students in the Spanish School.

Howard Born German Scholarship Fund. Established in 1988 by the gift of the Estate of Howard Born with income to be used for scholarship aid to a student in the German Language School.

Boston Middlebury Alumni Association Scholarship Fund. Established in 1978. Income to be used for annual student aid with first preference given to Boston area residents.

The Ezra Brainerd Scholarship. Established in 1961 by gift of Ezra Brainerd, Jr., in memory of his father, Ezra Brainerd, Class of 1864, President of Middlebury from 1885–1908. Income to be used to aid a deserving student, preferably a resident of Vermont.

The Charles D. Brakeley Scholarship Fund. Established in 1981 by the gifts of Clark W. Hinsdale III '78 and his parents to honor "Pete" Brakeley on the occasion of his retirement as Director of Financial Aid. Annual income to be available as a discretionary fund administered by the Director of Financial Aid for emergency student aid needs.

The Bread Loaf Writers' Conference Endowment Fund. Established in 1960 by the gifts of Writers' Conference attendees and friends. Income used to provide fellowships, lectureships, and scholarships at each year's session of the Bread Loaf Writers' Conference.

Margaret T. Bridgman Memorial Fund. Established in 1974 by her husband and friends. Income to be used for student aid at the Bread Loaf Writers' Conference.

The Elbert S. and Anna H. Brigham Scholarship Fund. Established in 1953. Income to be used for scholarship awards to deserving men or women students who are residents of Vermont. Tenable for four consecutive years.

Walter E. Brooker '37 and Barbara Carrick Brooker '40 Scholarship Fund. Established in 1981 by gifts of members of the Board of Trustees of Middlebury College in recognition of more than 25 years of service, dedication, and commitment to the goals and ideals of the College.

Jane Tinkham Broughton Fellowship Fund. Established in 1981 by the gift of William G. Broughton. Annual income to be used to support The Jane Tinkham Broughton Fellowship in Writing for Children at the Bread Loaf Writers' Conference.

Elisabeth E. Brown '42 Scholarship Fund. Established in 1988 by the gift of the Estate of Elisabeth E. Brown '42 with income to be used to provide aid to a student from New Hampshire.

Russell D. Brown '29 Memorial Scholarship Fund. Established in 1976 by bequest of Russell D. Brown '29. Income to be used for scholarship aid.

Gladys M. Caldwell '28 Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born female citizen of the USA.

The Canadian Honors Scholarship Fund. Established in 1980 as an expression of thanks to the Canadian people for the courageous and neighborly action of the Canadian Embassy in behalf of the six Americans brought out of Iran. Income to be used to assist Canadian citizens studying at Middlebury College, at the Bread Loaf School of English, at the Summer Language Schools, or at Middlebury degree programs in Florence, Madrid, Moscow, Oxford, and Paris.

Salvatore J. Castiglione Scholarship Fund. Established in 1972 by Italian School alumni. Income to be used annually for scholarship awards to worthy students in the Italian Schools.

Juan A. Centeno Memorial Fund. Established in 1949 by students of the Spanish School. The income is used to provide a scholarship for a worthy student in the Spanish School.

Stella Christie Scholarship Fund. Established in 1945 by Mrs. Perla P. Conover, the income is to be awarded as scholarship aid to deserving students in the French Summer School.

The Charitable Society Fund. Established in 1832 for men.

Class of 1918 Scholarship Fund.

Established in 1978 by gifts of the Class at the time of their 60th reunion. Annual income to be awarded to a deserving and needy student.

Class of 1927 Scholarship Fund. Established by the class at the time of their 55th reunion in honor of Coach Arthur M. Brown. Income to support financial aid.

Class of 1930 Scholarship Fund. Established at the 50th class reunion. Income to be used in support of financial aid.

Class of 1936 100th Reunion Scholarship. To grow until 2036, at which time the income is to be used for scholarship aid to worthy and needy students.

Class of 1937 Fund. Established in 1962 by the class at its 25th reunion. Annual income designated for scholarships at the 40th class reunion in 1977.

Class of 1947 Memorial Scholarship Fund. Established at the 30th class reunion. Income to be used in support of financial aid with preference given to students from middle-income families.

Class of 1948 Scholarship Fund. Established in 1978 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1949 Scholarship Fund. Established in 1979 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1950 Scholarship Fund. Established in 1980 at the 30th class reunion. Income to be used in support of financial aid.

Class of 1951 Fund. Established in 1976 at the 25th reunion. Income to be used in support of financial aid with preference given to children of alumni from middle–income backgrounds.

Class of 1952 Scholarship Fund. Established in 1977 at the 25th reunion. Income to be used in support of financial aid with preference given to students from middle–income families.

Class of 1953 Scholarship Fund. Established in 1978 at the 25th reunion. Income to be used in support of financial aid with preference given to qualified descendants of members of the class.

Class of 1955 Scholarship Fund. Established in 1980 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1956 Scholarship Fund. Established in 1981 at the 25th class reunion. Income to be used in support of financial aid.

Class of 1963 Scholarship Fund. Established in 1978 at the 15th class reunion. Income to be used in support of financial aid.

Class of 1982 Scholarship Fund. Established in 1982 at the 15th class reunion. Income to be used in support of financial aid.

Class of 1983 Scholarship Fund. Established in 1983 at the time of graduation. Annual income and augmenting gifts to be added to the principal until the endowment reaches $100,000. At that time, annual income is to be awarded to a student in need of financial assistance.

The Chester H. Clemens '33 and Eleanor B. Clemens '32 Fund. Established in 1973 by gifts of family, classmates, and friends in memory of Chester H. Clemens '33. Income to be used annually for scholarship awards to worthy young men and women.

Winifred Coffin and Beatrice Taft Scholarship Fund. Established in 1969 by the bequest of Miss Beatrice K. Taft of the Class of 1900 in her name and that of her twin sister, Mrs. Winifred Taft Coffin of the Class of 1900. Income to be awarded to a deserving girl from New Hampshire.

Almy D. Coggeshall '40 Scholarship Fund. Established in 1974 by Almy D. Coggeshall '40.

Colby Fund. Established in 1970 by the bequest of Mabel Colby. Income to be used for deserving and needy students from the towns of Lincoln, Sudbury, Orwell, and Bristol, Vermont. The student selected for this aid shall be chosen from the towns in the foregoing order.

Jesse Connor Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born male citizen of the USA.

Louise Hasbrouk Connor Scholarship Fund. Established in 1983 by the Arthur H. Connor Trust for a financially deserving native born female citizen of the USA.

Reginald L. Cook '24 Memorial Scholarship Fund. Established in 1984 by family and friends in memory of Professor Cook who taught at Middlebury College from 1929–69. Annual income is to be used for scholarship awards with preference given to students majoring in American Literature.

Reginald and Juanita Cook Scholarship Fund. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

Edward Cooperstein '46 Scholarship Fund. Established in 1972 by Edward Cooperstein '46. Income to be awarded annually to worthy students.

Kay Corrigan Scholarship Fund. Established in 1966 by a bequest under the will of Miss Agnes T. Danehy. Income to be used for scholarship awards to deserving women student in the College who exemplify the character of Kay Corrigan '56.

The Ruth C. Cowles '24 Scholarship Fund. Established in 1980 by the bequest of Ruth C. Cowles '24 for scholarships for women.

The Annie L. Cox Scholarship. Established for a worthy student manifesting decided ability in some line of study, preferably a student of Italian parentage.

George C. Dade '15 Memorial Scholarship Fund. Established in 1965 by the gift of Mrs. George C. Dade to provide scholarship aid for worthy *Y* young men and women.

The Charles A. Dana Scholarship Fund. See first page of scholarship listings.

John F. Darrow '37 Memorial Scholarship Fund. Established in 1982 by gifts of his widow, Genevieve Darrow, and his business associates in the industry. Income to be used each year for a scholarship award to an undergraduate majoring in Economics.

The Sam P. Davis '21 Fund. Established by the gifts of Sam P. Davis '21 in 1966. Income to be used in support of emergency student aid.

The Wilfred E. Davison Scholarship Fund. Established in 1936 by bequest of Frank P. Davison of Cabot, for men.

Clifford T. Day Undergraduate Scholarship Fund. Established in 1970 by the bequest of Clarence T. Day. Income to be used to assist an undergraduate male student who maintains good grades and has evidence of good character and future leadership.

Pauline Feicht Decker Memorial Scholarship Fund. Established in 1984 by Harry Decker. Income to be used to assist students attending the Bread Loaf School of English.

The Alcide De Gasperi Scholarship Fund. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The Dr. Ralph B. DeLano Scholarship Fund. Established in 1950.

Delta Kappa Epsilon Scholarship Fund. The income to be awarded to a member of the Delta Kappa Epsilon Fraternity at Middlebury College, or lineal descendants.

Jake Booth Devins Scholarship Fund. Established in 1987 by Donald F. Booth '58 in honor and memory of his grandson, to provide financial assistance for a deserving minority student.

Frederick C. Dirks '30 Scholarship Fund. Established in 1978 by gift of Frederick C. Dirks '30. Income to be used for a scholarship award to an undergraduate majoring in Economics.

'45 Discretionary Scholarship Fund. Established anonymously in 1973. Income to be used annually for partial tuition scholarships to young people whose attendance will contribute to broadening the socio–economic composition of the student body attending Middlebury. Thus, it is not intended primarily to assist those in severe financial need, but is to be utilized to influence the mix of students attending Middlebury by assisting those who need at least some financial aid.

Constance Barker Diss Student Aid Fund. Established in 1967 by a bequest under the will of Mrs. Constance Barker Diss, 1900. Income to be used for financial aid to deserving students.

The Kathleen C. Downey Memorial Scholarship Fund. Established in 1981 by the gifts of family and friends in memory of Kathleen C. Downey, M.A. (1962). Annual income to provide scholarship assistance to a student at the Bread Loaf School of English.

The Erwin Ewald Drost Memorial Fund. Established in 1944 by Mrs. Marguerite Jahr, Mrs. Winnie Wiesenthal, Mrs. Clara Comstock, and Miss Emma C. Drost, in memory of their brother, Erwin Ewald Drost, class of 1924.

Ralph L. DeGroff '25 Scholarship Fund. Established in 1988 by the gift of Ralph L. DeGroff, Jr. with income to be used for a child from a middle income family from the State of New York.

The Easton Family Scholarship Fund. Established in 1988 in honor of the Frank Easton family by his sons, Nelson Easton '41 and Roger Easton '43. Thescholarship is awarded with preference given to students from Craftsbury, Vermont, then to students from Orleans County, Vermont, then to students from surrounding counties.

Dean S. Edmonds Scholarship Fund. Established in 1953. Income from fund to be used for financial aid, giving preference to male students and to students of the sciences, more particularly physics, including electronics.

The Eunice S. Eldridge II Scholarship Fund. Annual income to support scholarships for students preparing to be teachers.

Grace M. Ellis Scholarship Fund. Established in 1966 by the Worcester County Alumnae Association in memory of Grace M. Ellis. Income to be used each year for a scholarship award to a woman undergraduate with preference to a woman from Worcester County, Massachusetts.

Sidney Ender Scholarship Fund. Established in 1974 by Sidney Ender. Income to be used for scholarships for Canadians with preference for students from Quebec.

The Jerome C. and Debora M. Eppler Scholarship Fund. Established in 1977. Annual income is to be used to provide financial aid to needy and worthy students at Middlebury College.

The Katherine Ball Everitt '17 Memorial and Helen E. Law Scholarship Fund. Established by George L. Everitt.

The Fairbanks Scholarships. Established by Thaddeaus Fairbanks, Esq. of St. Johnsbury, for men.

The Feng Ming-huei Memorial Scholarship Fund in the Chinese School. Established by her family and friends in 1990. The income will provide an annual scholarship to a worthy and needy student in the Chinese School who is studying at the second, third, or fourth level.

The Margaret Grant Fielders Endowed Scholarship at the Bread Loaf School of English. To be awarded to a student, male or female, young or old, who comes to Bread Loaf for the love of learning and the joy of reading and writing. This student should possess a life-long commitment to the ideals of liberal arts, and loyalty to the unique and pervasive spirit of the Bread Loaf School of English.

The Peter Stanley Firestone Memorial Scholarship Fund. Established in 1986 by Julie Nelson Firestone '63. Annual income to be used in support of financial aid to deserving students.

Allan T. Fisher '75 Memorial Scholarship Fund. Established in 1983 by family and friends.

The John Albert and Sophia Warner Fletcher Fund. Established in 1977 by gift of Paris Fletcher '24 to honor his father and mother. Income to be used preferably for students from middle income families.

Rollo J. Francisco Scholarship Fund. Established in 1951 under the will of Rollo J. Francisco of Rutland, Vermont.

E. Chester "Ben" Franklin '21 Scholarship Fund. Established in 1962 by Miss Helen A. Franklin in memory of her brother. First preference to be given to descendants of Ernest Chester Franklin and then to undergraduates maintaining high academic standards and participating in the athletic program of the College.

Donald D. Fredrickson '25 Memorial Scholarship Fund. Established in 1990 by the bequest of Herbert Lewis Smith and the Fredrickson family. Annual income to be used to provide scholarship aid to a deserving student who intends to major in the Liberal Arts, not Performing Arts.

The Stephen A. and Ruth H. Freeman Scholarship Fund. Established in 1982 by gifts of their children. To be awarded annually to candidates selected by the financial aid office in cooperation with the Vice President for Foreign Languages to either graduate or undergraduate students showing exceptional interest and ability in a foreign language for personal or professional reason either at Middlebury during the academic year or in the Middlebury summer session or at one of our Schools Abroad.

The French Center in New England Fund. Established in 1976 by the gift of the French Center in New England. Income to be used annually to provide scholarships for students studying at the Middlebury French School who are French teachers or are seeking professional preparation as future teachers of French.

Robert Frost Fellowship at the Bread Loaf Writers' Conference. Established in 1978 by CBS, Inc. Income to provide a fellowship to be awarded annually to a promising young poet.

Eben J. Fullam Scholarship Fund. Given in memory of Eben J. Fullam of the class of 1895 by Mrs. E. J. Fullam of Springfield, Vermont.

Alice Brooks Fuller Scholarship Fund. Established to aid worthy women preferably from Worcester County, Massachusetts.

John Hamilton Fulton Memorial Scholarship Fund. Established in 1964. Income to be awarded as named scholarships to qualified students, with preference given to those who are graduates of Athens College, Greece, and for those of Scottish parentage who are graduates of schools located in Scotland.

Dr. Clyde G. Fussell '25 Memorial Scholarship Fund. Established in 1987, the recipient is to be a good scholar majoring in English or History, with preference given to a graduate of Spaulding High School, Barre, Vermont.

The Marion Gallagher Scholarship Fund. Established in 1977 by the bequest of Judge Elbert T. Gallagher '23. Annual income to be used to provide scholarships for worthy students.

The Gannett Family Scholarship Fund. Established in 1975 by David Gannett '62, family, friends and classmates in memory of Barbara Everard Gannett, Class of 1961. Income to be used for partial scholarship to students from middle income families living in the Northwest section of the United States with preference to a woman.

Leon and Una Gay Scholarship Fund. Established in 1964 by Leon S. Gay, income to be used for scholarships with preference to be given to students who are residents of the State of Vermont.

The William W. Gay Fund. Established in 1929 by the gift of Mrs. Frederic F. Van de Water, Jr., in memory of her father, William W. Gay, class of 1876.

Joan F. Giambalvo Scholarship Fund. Established in 1973 by Miss Adeline G. Giambalvo. Income to be used annually for scholarship aid in the Italian School.

The Gilbert Family Scholarship Fund. Established in 1986 by a gift from S. Parker Gilbert of New York. Income from the Fund will be used annually to support students with demonstrated financial need whose backgrounds and potential for success reflect Middlebury's high standards of leadership and excellence.

Edward N. Gosselin Scholarship Fund. Established in 1966 by Edward N. Gosselin '15. Income to be used for scholarship awards to a senior or junior, or both, with priority to candidates from first: Rutland County, Vermont, second: State of Vermont, and third: State of Illinois.

Rosamond F. Granger Scholarship Fund. Established in 1985 by a trust of the late Alfred Granger in memory of Rosamond F. Granger.

The Egbert C. Hadley '10 Scholarship Fund. Established in 1980 by the gift of Carol Bracken '79 and her father, Jim L. Bracken, to record the inspiration Carol received from her association with Egbert Hadley. Income to be awarded annually to a Middlebury student.

Ivan D. and May W. Hagar Scholarship Fund. Established in 1972 under the wills of May W. Hagar and Ivan D. Hagar '09. Income to be used annually for scholarships.

Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund. Established in 1965 by H. Blakely Harris in memory of his grandparents. Income to be used for scholarship awards to worthy students.

Joel B. Harris Scholarship Fund. Made available in 1937 under an annuity contract with Charles P. Harris, for the benefit of male students of the College.

Benjamin L. Haydon Scholarship Fund. Bequest under the will of Elsie Haydon Cornell. Income to be used for Middlebury College scholarships. Benjamin L. Haydon graduated from Middlebury College in 1897.

The Charles B. R. Hazeltine Fund. Established in 1923 for assisting worthy students.

The Burt A. Hazeltine Memorial Scholarship Fund. Established in 1976 by an anonymous gift to honor Burt A. Hazeltine, who served Middlebury College with distinction as Professor of Mathematics from 1924 to 1956, and as a Dean of Men from 1926 to 1939. Annual income to be used to provide scholarship assistance to needy and worthy students with preference given to those majoring in mathematics.

Richard A. Heine Memorial Scholarship Fund. Established in 1964 in memory of Richard A. Heine '64 by his parents and friends to assist a deserving undergraduate at Middlebury to complete his education.

The Waldo H. Heinrichs Scholarship Fund. Established in 1956, the income to be awarded to a man or woman in the sophomore year for use in the junior year.

Dr. Walter H. Hellmann '24 Scholarship Fund. Established in 1981 by Dr. Walter H. Hellmann '24. Income to be used annually for scholarship award to a deserving student in the junior or senior class with preference for award to one intending to become a teacher of physics.

Elizabeth A. Hickcox and Frank B. Hickcox Memorial Scholarship Fund. Established in 1965 by members of the Hickcox family and friends.

Laurence B. Holland Memorial Scholarship Fund. Established in 1980 by family and friends. Income to be used for scholarships at the Bread Loaf School of English.

The John A. Howe Scholarship Fund. Bequeathed by John A. Howe, Esq., Class of 1853; the income first available for the descendants, and then under certain conditions for students from Poultney.

Moses G. Hubbard '13 Scholarship Fund. Established in 1969 by the bequest of Moses G. Hubbard '13. Income to be used as scholarships or other financial assistance to deserving students.

Mary Stone Hunt '15 Scholarship Fund. Established in 1981 by the bequest of Mary Stone Hunt '15. Income to be used for a scholarship for a graduate or graduates of Vergennes High School.

The Lauren Husted Scholarship Fund. Established in 1985, in memory, by her parents and friends and the Colorado Authors' League. Scholarship to be awarded to a resident of Colorado, who applies to the Bread Loaf Writers' Conference and who meets the criteria established by the Conference for scholarship recipients.

Merrill L. Jenkins '15 Scholarship Fund. Established in 1973 by the bequest of Mrs. Florence E. Jenkins in memory of her husband. Income to be used for scholarship award as a part of the general scholarship program.

Christian A. Johnson Memorial Scholarship Fund. Established in 1964, for upperclass students with preference being given to those majoring in Economics.

Frederick B. and Louise M. Johnston Scholarship Fund. Established in 1988 by the gift of Frederick B. Johnston '48 with income to provide financial aid to qualified students as part of the outreach program for diversity in the student body.

The Charles S. (Casey) Jones '15 Scholarship Fund. Established in 1977 by the bequest of Charles S. (Casey) Jones '15.

The Frederica V. Jones Scholarship Fund. Established in 1950. The gift of Vanderbilt Webb and Cyril H. Jones. Income to be annually used as a scholarship for the benefit of any man or woman who may in the judgment of the College authorities be deserving of this award.

The Kappa Delta Rho Scholarship Fund. Income to be used annually for scholarship aid for needy and worthy students, with preference being given to members of the Kappa Delta Rho fraternity.

Albert and Edna Karlik Scholarship Fund. Established in 1988 by the gift of the Estate of Albert L. Karlik with income to be used for scholarship aid.

Joseph P. Kasper Scholarship Fund. Established in 1962 by the directors of the Associated Merchandis in Corporation to honor Joseph P. Kasper '20 on occasion of his retirement from that Company as Chairman of the Board. Income awarded annually in equal amounts to an undergraduate man and woman.

Elizabeth B. Kelly Fund. Established in 1970. Augmented by a commitment in 1987 from Mr. and Mrs. John Kruesi and friends of Dean Emerita Kelly. Income to be used for deserving students.

The John M. Kirk, Jr., Scholarship Fund. Established 1975. Annual income to be used to provide scholarship assistance to Middlebury students following completion of their freshman year who have demonstrated by their performance in the classroom and laboratory and by their efforts in competitive sports that they are student athletes.

John M. Kirk, Jr., Memorial Scholarship at the Bread Loaf School of English. Established in 1976 by Mr. and Mrs. John M. Kirk, Sr., in memory of their son. Annual income to provide scholarship assistance to a student at the Bread Loaf School of English who shares his commitment to scholarship and to teaching.

Dr. Michael Kolligian, Jr., '44 Scholarship Fund. Established in 1987 for deserving students.

The Harold Krichbaum '24 and Rena Dumas Krichbaum '22 Memorial Scholarship Fund. Established under the will of Rena Dumas Krichbaum '22 of Fairport, N.Y. in 1979. The income to be used for scholarship aid for undergraduates majoring in music and foreign languages.

The Arnold R. LaForce '35 Scholarship Fund. Established in 1976 by the gift of Robert F. Thompson to honor Arnold LaForce upon his election as Chairman of the Board of Trustees. Annual income for scholarship assistance for needy and worthy students from middle–income families.

The Merton D. La Fountain '22 Memorial Scholarship Fund. Established in 1991 by a bequest of Merton D. La Fountain '22. Income to be used for scholarship(s) for a meritorious student or students with preference to students of the classics, Latin, or Greek.

L'Amicale Scholarship Fund. Established in 1981 by gifts of members of L'Amicale de Middlebury, the alumni association of the French School. Income from the endowment to provide two scholarships annually to students in their final year of the degree program of the French School, one to a student in the summer program and one to a student in the Paris program.

The Sanford H. Lane Memorial Scholarship Fund. Established in 1945, for men students.

The Ted Lang, Jr., Memorial Scholarship Fund. Established in 1945 by Mr. and Mrs. Fred P. Lang of the classes of 1917 and 1915, in memory of their son, who lost his life on the battlefield in France during World War II. Income to be awarded annually to men in their junior and senior years who have had to work to assist themselves in acquiring their Middlebury education, and who have made a contribution to their College in extracurricular activities, preferably athletics. It is the donors' intent that the award permit less financial burden on the awardees in their upper class years in recognition of their determination to obtain their Middlebury degree by their own efforts and initiative.

Frederick W. Lapham, Jr., '43 Memorial Scholarship Fund. Established in 1983 by family and friends.

Edwin W. Lawrence Scholarship Fund. Established by gifts from Edwin W. Lawrence in memory of his father, George Edwin Lawrence, Class of 1867.

The Claude Levy Scholarship Fund. Established in 1969. Income to be used by students enrolled in the French Summer School.

Frances B. and Paige D. L'Hommedieu Scholarship Fund. Established in 1983 for deserving qualified students coming from community/county colleges for their third and fourth years at Middlebury.

The Literary Fund. Established in 1835, for men.

Dr. Nicholas Locascio Scholarship Fund. Established in 1970 by Dr. Nicholas Locascio and others for scholarship aid to students in the Italian School.

Frank Lombardy '35 Memorial Scholarship Fund. Established in 1979 by his widow, Ruth Furness Lombardy '37. Income to be used for scholarship aid to an undergraduate participating in intercollegiate athletics with preference to a member of the golf team.

Hazel MacLeod Fund. Established in 1970 by the bequest of Hazel MacLeod Wills. Income to be paid to a worthy woman student for expenses other than tuition and board.

The Eta Manell '34 Scholarship Fund. Established in 1979 by the gift of Abram Manell '34. The annual income to be awarded to a member of the freshman class in need of financial assistance.

Andrew C. Marchbank '65 Memorial Scholarship Fund. Established by the gifts of his parents and his uncle, Adrian Leiby '25. Income to be awarded annually to a worthy man possessing the qualities of campus citizenship and leadership exemplified by Andrew Marchbank '65.

Robert J. Marony Fund. Income to be used annually for the support of education at Middlebury for underprivileged young men and women of the United States.

The Buren H. McCormack Scholarship Fund. Established in 1972 by the bequest of Buren H. McCormack and the gifts of his family and friends. Income to be used annually for scholarship aid with preference given to a student interested in journalism.

James C. McLeod '26 Scholarship Fund. Established in 1984 by the bequest under the Will of Janet M. Stratton, for general scholarship purposes.

The Middlebury College Language Schools Fund. Established anonymously in 1987 to provide scholarship aid for teachers and prospective teachers attending the Middlebury College Language Schools, with preference given to teachers from school systems that do not provide support for graduate study.

The Midd–Vermont Alumni Association Scholarship. Awarded annually to a student from Addison County in need of financial support.

Gertrude Cornish Milliken Scholarship Fund. Established in 1964 by gifts of the Middlebury Alumnae Association and Alumnae club to honor Mrs. Gertrude Cornish Milliken '01. Income to be awarded to undergraduate women.

The Levi P. Morton Scholarship Fund. Established by Hon. Levi Parsons Morton of New York City, for men.

Judith Davidson Moyers Scholarship Fund. Established in 1981 by the gift of Mr. Bill D. Moyers. Annual income to provide scholarship assistance for needy, worthy students.

Ralph O. and Lena G. Myhre Memorial Scholarship Fund. Established in 1973–74 by the gifts of many of Middlebury's Friends of Skiing to provide student aid each year for needy students who contribute to the College's ski program. Augmented in 1979 by gifts in memory of Ralph O. Myhre to record his distinguished contribution to skiing at Middlebury College.

The National Bank of Middlebury Scholarship Fund. Established by the Bank at the time of the College's 175th Anniversary. Annual income to be used to provide scholarship assistance for a worthy student from Addison County attending Middlebury College.

Elizabeth MacGill Needy '47 Memorial Scholarship Fund. Established in 1981 by the gifts of family, friends and classmates in memory of Elizabeth MacGill Needy '47. Annual income to be used for scholarship aid for needy and worthy students.

Walter J. Nelson '32 Scholarship Fund. Established in 1972 by John M. Kirk '39 and friends to honor "Duke" Nelson on his retirement from 30 years of coaching and service as Director of Intercollegiate Athletics at Middlebury College. Income to be awarded to student athletes in their junior and senior year, excelling in one or more sports and demonstrating good campus citizenship.

Werner Neuse Scholarship Fund. Established for scholarship aid to students in the German School.

The New Jersey Student Aid Fund. For men from New Jersey.

June Brogger Noble Scholarship Fund. Established in 1985 by the trustees of the Phyllis Kimball Johnstone and H. Earle Kimball Foundation. Annual income awarded to a student on financial aid and in good academic standing, the same student receiving the scholarship annually until graduation with preference to minority students.

Anna and Luke J. Nolfi Scholarship Fund. Established in 1970 by Anna and Luke J. Nolfi. Income to be used to award an annual scholarship to a student enrolled in the Italian Summer School or the Graduate School of Italian in Italy.

The Luke J. Nolfi Memorial Scholarship Fund. Established in 1983 by Anna I. Nolfi in memory of her husband. Income to be used to award an annual scholarship to a student enrolled in the Spanish Summer School or the Graduate School of Spanish in Spain.

Sidney Nordenschild, Sr., Scholarship Fund. Established in 1967 by the partners of Sidney Nordenschild, Sr., to honor his 50 years with the company and his sixty–fifth birthday. Income to be used for scholarships.

The Berthe O. Normano Scholarship Fund. Established in 1976 by George G. Nichols, Jr. Income to be used annually for a scholarship at the Russian School.

Ted J. Novak '50 Memorial Scholarship Fund. Established in 1988 by the gift of the Estate of Ted J. Novak '50 with income to be used for the purpose of a scholarship to an undergraduate participating in intercollegiate athletics.

Peter Odabashian Memorial Scholarship Fund. Established in 1974 by gifts of his wife, students, and friends, income to provide scholarship assistance for students at the Russian School.

The Bernard J. O'Keefe Scholarship Fund. Established in 1986. To be awarded annually to a writer of fiction or non–fiction who has published in either genre in national periodicals and/or newspapers.

The Charles J. Orr Memorial Scholarship at the Bread Loaf School of English. Established in 1986 by Bread Loaf students, alumni and friends to honor Charles Orr's commitment to teaching and the values by which he lived.

The Hewitt Page Scholarship Fund. Established in 1964 by the gift of Hewitt E. Page '33.

Cornelius R. Palmer '25 Fund. Established by the gifts of Mr. Cornelius R. Palmer '25 in 1969, to be used for scholarships for underprivileged boys and girls with preference given to graduates of schools located in Cape May County, New Jersey or New York City.

The Adele T. Parker Scholarship Fund. Established in 1980 in memory of his mother by the gift of Peter T. Parker '54 and Julie H. Parker '54. Annual income to provide financial aid to a deserving student at Middlebury College.

The Dr. George F. Parton, Jr., Memorial Scholarship Fund. Established in 1978 by gifts of members of classes 1970 through 1977. Income to be used annually for scholarship award to a deserving student with preference for students in pre–med programs.

The Pell Fund. Established in 1987 by Dr. C. Irving Meeker '50 and Katharine Pell Meeker '50 in memory of Mrs. Meeker's mother, Alice Eckert Pell, and father, David Ackerman Pell. Income from this endowment is used to support individuals who are pursuing careers in education and programs designed to improve the art of teaching.

The Penfield Scholarship Fund. Established by Allen Penfield, Esq. of Burlington, for men.

The Arthur D. Pepin '47 Scholarship Fund. Established in 1984 by Dr. Michael Kolligian '44 and friends to honor Mrs. Leonie Hayes.

The Philadelphia Alumnae Club Scholarship Fund. Established in 1975 by the Philadelphia Alumnae Club – Suburban West. Income to be used for scholarships with first preference given to Middlebury women residing in Greater Philadelphia.

The Mildred H. Hubbard Phipps '20 Memorial Scholarship Fund. Established in 1974 by the gift of her brother, Oliver J. Hubbard. Income to be used annually for scholarship awards to girls from New Hampshire with first preference for award to a student from Walpole, New Hampshire.

The Dana G. Pierce Scholarship Fund. Established in 1951 for men students from Rutland High School.

Blanche and Stephen Piskor Memorial Scholarship Fund. Established in 1973 by Dr. Frank P. Piskor '37 in memory of his parents. Income to be used annually for scholarship awards.

Frank P. and Anne C. Piskor Scholarship Fund. Established in 1985 by Dr. Frank P. Piskor '37. Income to be used annually for scholarship awards.

Louise R. Plaisted Scholarship Fund. Established in 1983 by the will of Louise R. Plaisted.

William H. Porter Memorial Scholarship Fund. Income to be used for a tuition scholarship. Established by Helen Porter Pryibil in 1950.

Anastasia Feodorova Pressman Memorial Scholarship Fund. For scholarship aid to students in the Russian School.

The Frederika Proctor Fund. Established in 1956. Income to be awarded as a named scholarship to an undergraduate studying French.

The Cecilia Quiros Scholarship Fund. Established in 1981 by R. Dario Quiros '61. Income to provide aid to undergraduate students in need of financial assistance.

James Richardson Scholarship Fund. Established in 1924 by Mrs. James Richardson as a scholarship for the French Summer School.

Justin Ricker Scholarship Fund. Established by Justin M. Ricker '06 for scholarships for male students from Bridgeport, Connecticut, or Waterbury, Vermont, or both.

Helen Coldwell Riccio Memorial Fund. Established by the gift of Leonard D. Riccio '29, income to be used for scholarships in the French or Spanish Department.

Leonard D. Riccio Memorial Scholarship Fund. Established in 1987 for deserving students.

Charles R. Rice '58 Scholarship Fund. Established in 1988. The annual income to be used for financial assistance to minority students.

Marjorie J. Robb Scholarship Fund for Summer Language Studies. Established in 1988 by the gift of Susan R. Weidner '69 with income to be used for most deserving students in any of the summer language schools.

The Marguerite Rogers '18 Scholarship Fund. Established in 1970 by the bequest of Miss Marguerite Rogers. Income to be used for needy students.

The Richard A. Rosbeck Memorial Scholarship Fund. Established in 1968 by gifts of his family and friends in memory of Richard A. Rosbeck '61, who was killed in military service in Vietnam. Income to be used each year for scholarship aid to a worthy, qualified athlete who, in addition to financial need, displays drive and determination for personal as well as team excellence in Middlebury athletics.

The Eleanor S. Ross Scholarship Fund. Established by Middlebury Alumnae Association in memory of Dean Eleanor S. Ross Thomas. Awarded annually to a Middlebury senior woman and based equally on the scholarship, need and all–around merit of the recipient.

The John W. Rowell Fund. Established by the late Chief Justice Rowell.

Robin Royle Memorial Scholarship Fund – Russian School. To be awarded annually to an outstanding student in the undergraduate division of the Russian School program.

The A. Bayard Russ Memorial Scholarship Fund. Established in 1968 by gifts of Louise Tunnicliff '67, his parents and friends in memory of A. Bayard Russ '66, who was killed in military action in Vietnam. Income to be used each year for a scholarship award to a deserving boy showing athletic ability, good campus citizenship and the distinctive qualities of leadership and service exemplified by A. Bayard Russ '66.

Donald W. Salisbury '16 and Eva Leland Salisbury '17 Memorial Scholarship Fund. Established by Richard J. Salisbury '45 in memory of his parents. Income to be used in support of scholarships.

The Henry W. Schuettauff Scholarship Fund. Established in 1968 by Henry W. Schuettauff '27.

George Robert White Scott (Class of 1864) Scholarship Fund. Established in 1958 by request of Dr. George Dow Scott, Class of 1895, for students of high character, irrespective of creed, color, race, or scholarship standing, preference to be given first to a student or students belonging to Alpha Mu, Chi Psi, and then to a student or students of North American Indian, Chinese or Japanese descent.

The Lynde Selden Scholarship Fund. Established in 1967 by the bequest of Mrs. Lynde Selden to honor her husband, Lynde Selden LL.D (Hon.) 1961.

The Jonathan Vollrath Shadd '78 Memorial Scholarship Fund. Established in 1980 by gifts from the Shadd family. Income to be used for scholarship awards with preference given to students from single parent families.

Mina Shaughnessy Memorial Scholarship in Writing at the Bread Loaf School of English. Established in 1983. Income to be used to award an annual scholarship to a teacher who exemplifies Mina Shaughnessy's commitment to writing and teaching.

The Marion Shows Fund. Established in 1972 by various donors. Income to be used annually to assist minority students.

Carleton H. Simmons '28 Memorial Scholarship Fund. Established in 1985, income to be used annually for scholarship awards.

The Cecil C. Simmons '24 Fund. Established in 1975 by a gift of The Serial Federal Savings and Loan Association to honor Cecil C. Simmons '24 upon the occasion of his retirement as chairman of the board.

Ernest Simons Memorial Scholarship Fund. Established in 1987.

The Skinner–Allen Scholarship Fund. Established in 1976 by a gift of $1,500 in memory of Mrs. Lee B. Skinner and Harriet (Grant) and Edward Evarts Allen by Carolyn Lee Allen '30.

The Bezeliel Smith Fund. Established in 1893, for men.

Lucy S. Smith '18 Scholarship Fund. Established in 1961 for needy and deserving students.

The Jonathan Coleman Southmayd Scholarship Fund. Established by the late Hon. Redfield Proctor in 1922. Income first available for students (men or women) from Proctor.

The Kenneth Sozzi Memorial Scholarship Fund. Established in 1972 by the gift of Donald St. J. Sozzi, income to be used for scholarships for the Italian Summer School.

The A. P. Stafford Fund. Established to assist needy students from Wallingford.

The John Wolcott Stewart Fund. Established in 1956 by the late Philip B. Stewart in memory of his father. Income to be awarded to one or more male students in need of financial aid who, having completed one or more years' courses, have shown themselves to be of good character and worthy of continued enrollment in college.

The W. J. Stone Fund. Established by bequest of Wilfred J. Stone '02, the income to be used to assist Vermont male students at Middlebury College with preference to graduates of Vergennes High School or Vermont Academy.

The Strauss Family Scholarship Fund. Established in 1986 by Thomas W. Strauss to assist qualified students from New York City to attend Middlebury College. Income to be awarded annually.

The Subscription of 1852. For men.

Agnes Warner Sunderland Fund. Established by Edwin S. S. Sunderland, Esq., Class of 1911, the income from which is first available for the assistance of students from Cornwall.

Swain Family Scholarship Fund. Established by Thelma C. Swain, mother of Virginia E. Swain '64, in 1989. The income from the scholarship fund is to provide financial aid to needy and worthy students attending Middlebury College from the State of Maine.

The Miriam Deedman Swede '27 Scholarship Fund. Established in 1981 by Miriam Deedman Swede '27. Income to be used annually for scholarship assistance to able and promising young men and women needing assistance in financing their Middlebury education.

The Charles and Jessica Swift Scholarship Fund. Established in 1982 by the bequest of Charles M. Swift. Annual income to provide scholarships for students who are graduates of high schools or academies in Addison County, Vermont.

Wylie and Lucy Sypher Scholarship Fund. Established by gifts from alumni and friends of the Bread Loaf School of English. Income to be used for scholarships at the Bread Loaf School of English.

The Arthur Gould Tasheira Fund. The income to be used as far as possible to provide scholarships for worthy and deserving students.

Ta–Tuan Ch'en Scholarship Fund. Established in 1984 in recognition of dedicated service to the College by Ta–Tuan Ch'en, guiding spirit behind and director of the Chinese School for 13 years – in 1967, 1969–73 and 1977–83. The scholarship is to be awarded annually to a graduate or undergraduate student showing exceptional ability in Chinese to continue studies at the Middlebury College Chinese School during the summer.

Gerald E. Thayer '31 Memorial Scholarship Fund. Established in 1989 by Gerald C. Thayer '65 in memory of his father. In recognition of Gerald E. Thayer's 37 years of dedicated service to education, the scholarship is to be awarded on the basis of financial need and/or academic achievement.

Helen A. and W. Grady Thomas '16 Scholarship Fund. Established in 1978 by W. Grady Thomas '16. Annual income to be used for scholarship awards for needy and worthy students from middle–income families.

Thomas G. Thompson Scholarship Fund. In memory of Frank Genung Thompson and Mrs. Alma C. Dow to provide two equal scholarships, one for a young man preparing for the Protestant Christian ministry, and the other for a young woman.

The Ludger J. Tousant Fund. Established by the Class of 1920 in memory of their classmate – Ludger J. Tousant – killed in World War I.

John Crawford Trask, Jr., '41 Memorial Scholarship Fund. Established in 1980 by Jane Hayden Trask '41 in memory of her husband. Annual income to be used for partial scholarship for needy and worthy students.

The K. P. Tsolainos Memorial Scholarship Fund. Established in 1968 by The K. P. and Phoebe Tsolainos Foundation, Inc. in memory of K. P. Tsolainos, LL.D. (Hon.) 1964. Income to be used for scholarships for students majoring in economics or history with preference to young people of Greek descent.

The Herbert K. Twitchell Fund. Established in 1929 by a bequest received under the will of Mr. Twitchell for students from Vermont, []*Y* preferably Addison County.

The James M. Tyler Fund. For students from Vermont.

Bessie Clarinda Verder '98 Memorial Fund for Women Students. Established by Blanche Avaline Verder in memory of her sister.

The Voter Memorial Scholarship Fund. The income to be used for scholarship purposes, in memory of Professor P. C. Voter, formerly Chairman of the Chemistry Department.

The Roy H. and Ida Tarbell Walch Scholarship Fund. Established in 1983 by Ida Tarbell Walch in memory of her husband, Roy H. Walch '13.

The Waldo Fund. Established in 1864 by bequest of Mrs. Catherine E. Waldo of Boston, for men.

The Raymond A. Waldron Scholarship Fund. Established in 1982. Income to be used for scholarships for teachers of English with preference given to teachers from New York State to study at the Bread Loaf School of English.

The Phoebe Kasper Wallach '49 Memorial Scholarship Fund. Established in 1968 by gifts of her parents, Mr. and Mrs. Joseph P. Kasper '20, and friends in memory of Phoebe Kasper Wallach '49. Income to be used each year for scholarship award to an able and deserving girl.

The Ruth McCullough Walzer Scholarship Fund. Established in 1990 by bequest of Ruth McCullough Walzer. Income to be used annually to provide financial assistance to one or more worthy, needy students of the Bread Loaf School of English.

The Warren Fund. Given in 1835 by bequest of Deacon Isaac Warren of Charlestown, Massachusetts. Income to be applied in payment of college bills for those who are preparing for the Gospel ministry.

Lois Behrman Watson '51 Scholarship Fund. Established in 1987 to provide financial aid to language school teachers in the Masters or Doctoral program of any one of the Language Schools on the Middlebury campus or the schools abroad.

The WEB Fund. Established in 1974 by Fred (Wilfred W.) Barnes '30 in memory of three of his former teachers at the High School of Commerce, Worcester, Massachusetts (1922–26), Mary Ella Whipple, Grace M. Ellis '12, and Ruth L. Boyden. Income to be used to provide scholarship assistance with first preference to needy and worthy students from Worcester County, Massachusetts, and second preference from San Diego, California.

The Asa Wheelock Scholarship Fund. Established under the will of Charles B. R. Hazeltine of Arlington, Massachusetts, the income first available to Protestant students from the town of Wardsboro, and then from other small country towns in the State.

The Dr. Percy T. and Pauline C. Whitney Scholarship Fund. Established in 1982 by Percy T. and Pauline C. Whitney. Annual income to be used in support of financial aid to deserving students.

F. Carl Whitney '18 Memorial Scholarship Fund. Established in 1983 under the will of the late F. Carl Whitney.

Raymond L. Whitney '35 Memorial Scholarship Fund. Established in 1971 in memory of Raymond L. Whitney '35 by gifts from his family and friends. Annual income to be used in support of financial aid with preference for a student from Vermont or Maine.

The Albert Henry Wiggin Memorial Scholarship Fund. Established in 1967 by the bequest of Mrs. Lynde Selden in memory of her father, Albert Henry Wiggin, trustee of Middlebury from 1922–1950. Added to by the Albert H. and Jessie D. Wiggin Foundation.

Percival and Marion Wilds Memorial Scholarship Fund. Established in 1972 by Charles M. Wilds. Income to be used annually for a scholarship award with preference to a Vermont student.

Frank A. Williams, Jr., '69 Memorial Scholarship Fund. Established by the gifts of friends, family and classmates in memory of Frank A. Williams, Jr., to provide scholarship assistance for Middlebury students seeking private instrumental or voice instruction in music and needing help to finance the cost of instruction.

The Emma Willard Scholarship Fund. Established in 1895 by the Emma Willard Association for the benefit of deserving senior women.

The Mark Doty Wilson '72 Scholarship Fund. Established in 1976 at the request of Mark Doty Wilson '72 prior to his death. The income providing partial financial support for one or two juniors or seniors majoring in English to study at the Bread Loaf School of English, the Bread Loaf Writers' Conference or Bread Loaf at Oxford, England. Qualification for financial aid is a prerequisite for such an award.

The Windham County Congregational Scholarship Fund. Established in 1951. Income first available for students proposed by the Conference.

The Harriet B. Winsor Scholarship Fund. Established under the will of Harriet B. Winsor, of Springfield, Massachusetts, in 1950. One–half income to provide a scholarship for men and one–half income to provide a scholarship for women.

The Charles Baker Wright Scholarship. Established in 1949. Income from fund to provide two full tuition scholarships to be awarded annually to a man and a woman in the senior class.

The Marion L. Young Scholarship Fund. Established by the Middlebury Alumnae Association in 1940. Income awarded annually to a freshman woman outstanding in scholarship, personality and athletics.

Expendable Scholarships

CIGNA Scholarship Fund. Established in 1983 by the CIGNA Corporation. To provide three $5,000 scholarships to minority students.

The Louis L. Croland and A. Leon Kohlreiter Scholarship. Established by Barry Croland '59. An award of $2,000 to be made annually to a needy student with preference to an art major.

The Rae R. Croland and Goldie Kohlreiter Scholarship Fund. Established by Barry Croland '59. An award of $2,000 to be made annually to a needy student with preference to a student majoring in English.

Charles A. Frueauff Foundation Scholarships. Expendable funds for undergraduate financial aid for rural middle–income students.

Edwin Gould Foundation Scholarships. Established by the Edwin Gould Foundation for Children. Four–year grants awarded annually to deserving students.

The Marie L. Rose Huguenot Scholarship. $1,000 a year available to students of Huguenot ancestry nominated by the College for award by the Huguenot Society of America.

Jaqua Foundation Scholarship Fund. Established in 1983 by the Jaqua Foundation to provide one $5,000 scholarship or two $2,500 scholarships each year. Preference given to residents of New Jersey.

Reginald H. Jewell Scholarship Fund. Established in 1986 by the estate of Reginald H. Jewell.

The Agnes M. Lindsay Awards. $8,000 annually from the Agnes M. Lindsay Trust.

Theodore Luce Fund Scholarship. $6,000 annually for needy students from metropolitan New York.

Charles Irwin Travelli Scholarships. Established by the Charles Irwin Travelli Fund. Four–year grants awarded annually to deserving students.

The Douglas and Erin Way Scholarship Fund. Established in 1990, the award is to be made annually to a student who is deserving of, and in need of, financial assistance.

The Sylvia Westin Wurts Memorial Scholarship. Awarded each year to a woman student from the Hartford, Connecticut, area.

Loan Fund

Alpha Sigma Phi Memorial Fund. Established in 1966 as a revolving loan fund for worthy and needy male students, in memory of those brothers in Alpha Sigma Phi of Middlebury College who lost their lives in World Wars I and II.

The Edwin L. Bigelow '13 Student Scholarship Fund. Established in 1981 under the will of Edwin L. Bigelow '13. Available to students from Vermont, special consideration being given when suitable applicants are available to students from the towns of Danby, Dorset, Manchester, Mt. Tabor, Pawlet, Ruper, Sandgate and Sunderland.

Reid L. Carr and Eleanora F. Carr Revolving Loan Fund. To help deserving students.

The Ella N. Goodale Student Loan Fund. For women. Established in 1989 by Adeline Florence Newman Reddick '24, in memory of her mother.

Joel B. Harris Student Loan Fund. A revolving fund for loans.

Hazeltine Student Loan Fund. Established in 1923 under the will of Chas. B. R. Hazeltine and his sister, Harriet S. Hazeltine of Arlington, Massachusetts. The income only is to be used as a loan fund to assist students at Middlebury College.

Elam R. Jewett Student Loan Fund. Established in 1923 by a friend. The principal is to be safely invested, the income and accretions to be loaned, under certain conditions, to men students of the College.

Ada Howe Kent Foundation Loan Fund. Established in 1983 by the Ada Howe Kent Foundation for loans to students who are able to provide in part from their own resources and from families who can make some contribution, but are unable to pay all college costs.

Lee A. Kintzel and Roger Kintzel Student Loan Fund. Established in 1981 by the gift of Lee A. Kintzel '65. A revolving fund for loans to undergraduate students at Middlebury.

Martha Jewett Nash Student Loan Fund. Established in 1923 by a friend. The principal to be safely invested, the income and accretions to be loaned, under certain conditions, to women students of the College.

The Francis M. Newman Student Loan Fund. For men. Established in 1989 by Adeline Florence Newman Reddick '24, in memory of her father.

William H. Porter Student Loan Fund. An unconditional legacy received in 1927 under the will of William H. Porter of New York. By action of the Trustees it was made the William H. Porter Student Loan Fund, the principal to be safely invested and kept intact, the interest therefrom and accretions thereto to be used for making loans to worthy men students from Vermont — the first consideration being given to those from Addison County.

Justin M. Ricker Fund. Established in 1956 by Justin M. Ricker '06.

Emma Hardy Slade Student Loan Fund. A revolving loan fund for men and women, but with preference given to women. Established in 1961 by the National Society of New England Women, in honor of its founder.

Scholarship Awards and Prizes

There are many generous prizes and awards for which students may compete in various ways.

Charles B. Allen Memorial Prize. In memory of "Corky" Allen '62. Awarded to the senior who has excelled in the fields of biology, chemistry and/or physics, and who by participation in athletics and other student activities has contributed to the spirit of Middlebury.

American Institute of Chemists' Medal. For scholastic achievement in science and "potential for advancement in Chemistry as a profession," the winner is nominated by the faculty of the Chemistry Department to receive the 1967 American Institute of Chemists' medal awarded by the New England Chapter of the American Institute of Chemists.

John T. Andrews Memorial Prize in Philosophy. Established in 1987 by the Flint Charitable Trust in memory of Professor Andrews. To be awarded annually to the senior philosopher among his/her peers.

Bishop Atwood Historical Prize. Awarded to the man who does the most distinguished work in history. Established in 1938 by Julius W. Atwood, 1878, Bishop of Arizona, 1910–1925.

Donald Everett Axinn Annual Prize. Established in 1987, to be awarded by the Writing Program faculty to a junior or senior student whose work has been distinguished and warrants special encouragement.

Baldwin Prize (formerly Optima Prize). Given by Mr. and Mrs. Roger Baldwin, 1927, in memory of Henry Hobart Vail as a token of appreciation for the education of their daughter Catherine Baldwin. The income of the fund to be given annually to the woman in the junior class who may be chosen as best exemplifying the ideal type of Middlebury College student based upon character, scholarship and personality.

The Frieda Derdeyn Bambas Prize in French Literary Studies. Awarded annually to a summer student in the French School with a grade point average of 3.5 or better out of a 4.0 scale who has demonstrated excellence in French literary studies, preferably of the medieval, renaissance, or neo–classical period.

The Blum & Company, Inc. Award. Established in 1984 by Albert L. Blum '72. Awarded each year to a graduating senior in the Department of Sociology and Anthropology for high academic achievement or leadership in student and community activities.

Deacon Boardman Peace Prize. Awarded to a member of the junior class submitting the most credible literay essay of at least 2,000 words in favor of peace and in opposition to war as a method for settling international differences. In memory of Samuel Ward Boardman, Professor of Rhetoric and English Literature, 1859–1861.

Barbara Buchanan '62 – Alumni Association Award. Awarded to the graduating senior who has demonstrated a commitment to community service.

Reid L. Carr Prize. Awarded to the male member of the senior class who has shown the greatest proficiency in English Literature.

George H. Catlin Award. The annual income on a fund established by the will of George H. Catlin in 1930, awarded annually to the student who completes the full A.B. "classical" course, showing the highest grade for scholarship and deportment.

George H. Catlin Classical Prize Fund. Awarded to the student in the senior class whose college work in Greek and Latin is adjudged worthiest of distinction. Established in 1918 by George H. Catlin, Hon. LL.D. 1920, Pennsylvania banker.

George H. Catlin Fund. Established by the will of George H. Catlin in 1951. Awarded each year to the student who has completed with the highest average the full four–year "classical" course, including preferably some study of Latin and Greek.

The William B. Catton Prize. Established in 1984 by friends and colleagues of William B. Catton, first Charles A. Dana Professor of History at Middlebury College. Awarded annually to the graduating senior whose thesis on an American subject best combines and exemplifies the qualities of scholarly research and literary artistry.

The Challenger Award. Endowed by the Anthony Penale Fund in memory of Christa McAuliffe and the crew of the shuttle *Challenger*, it is awarded every summer to a rural English teacher attending the Bread Loaf School of English. It honors excellence in the craft of teaching, dedication to the development of the mind through learning, commitment to the process of expanding into consciousness the world of a child, and to connect that child to our common heritage and humanity.

The Elbert C. Cole '15 Memorial Fund Prize. Awarded to a junior or senior major who has shown an outstanding performance in biology courses, preferably a student who plans a career in biology or a biologically–related field. Established by Dr. Cole's family and friends to honor a gifted teacher, Professor of Biology at Williams College for 32 years and Trustee of Middlebury College for 30 years.

Janet C. Curry '49 Science Honors Award Fund. Established in 1977 by Janet C. Curry '49. Annual income to be used for awards to senior women working for honors in the sciences with first preference to senior women seeking honors in the biological sciences.

The F.C. Dirks Prize in Economics. Established in 1985 by friends wishing to honor the internationally distinguished accomplishments of Dr. Frederick C. Dirks '30 on the occasion of his 55th Reunion. Awarded each year to a student entering his or her senior year with extraordinary achievement and high promise for continuing leadership and success in economics and related fields.

The Martin Joseph Durkin III Memorial Award. Established in 1986 by family and friends. To be awarded annually to a graduating senior who has made a worthy contribution to the football team and exemplified those qualities of leadership, true sportsmanship, and academic achievement so admirably possessed by Martin Joseph Durkin III '54.

Eaton Prize. Awarded to the student who in the opinion of the President and the Faculty has maintained the highest standing in the Classics.

George Ellis Fellowships. Two fellowships were established at Columbia University in 1931, under a provision in the will of George W. Ellis, to be open primarily to residents of Vermont or to the graduates of Middlebury, Norwich, and the University of Vermont. The fellowships are awarded to qualified men or women for pursuing advanced or graduate study in any of the faculties or schools at Columbia. Information on this fellowship may be secured from the President's Office.

Harry M. Fife Memorial. Established in memory of Harry M. Fife, Professor of Economics, 1925–50.

The Freshman Achievement Award. Awarded annually to a well–rounded freshman who demonstrates academic excellence and relates well to others.

The Drue Cortell Gensler '57 Prize. Awarded each spring to the student with the best senior project (thesis, performance, or creative work) on a topic specifically concerning women.

Maude Violet Graybar American History Prize. Established in 1966 by Lloyd J. Graybar '60 in memory of his mother, Maude Violet Graybar. Awarded annually to the student who writes the best honors thesis in American History since 1860 or, at the discretion of the departmental chairman, to the Senior student who has displayed the greatest proficiency in American History since 1860 during four undergraduate years.

Hazeltine Klevenow Cup. Awarded to a man in any of the four classes who has best combined ability in athletics and excellence in scholarship. The name of the recipient is placed on the cup as a permanent record, and a replica of the cup is presented to the winner. Established by Marshall M. Klevenow, Middlebury coach, 1925–28, and Burt A. Hazeltine, Dean of Men 1926–1938.

J. Rowland Illick Prize in Geography. Awarded to the geography major whose achievements best exemplify Professor Illick's standards of academic excellence and humanitarian concern. Established in 1986 by the friends, students, and colleagues of J. Rowland Illick.

Julian E. and Melba Jarrett Prize. Awarded to that graduating Political Science major who has excelled in the study of political philosophy, law and American Government. Established in 1982 by Glenn A. Jarrett '70, in memory of his parents.

Kellogg Latin English Prize. Awarded for the two best examination papers on Horace. Established by Brainerd Kellogg, Professor of Rhetoric and English Literature, 1861–1868, and Trustee, 1885–1920.

The C.J. Neil Kvasnak Family Award. Established in 1983 by the C.J. Neil Kvasnak family. Income to be awarded annually to the graduating Political Science major who has excelled in the study of American politics, with special emphasis on state and local politics.

Lank Prize in Sociology and Anthropology. Established in 1984 by Dr. Alden G. Lank '55, faculty member and director of the MBA program of the International Management Institute, Geneva, Switzerland. Income to be awarded to a graduating senior in the Department of Sociology–Anthropology for academic excellence and, where appropriate, for contributions to international understanding.

The Helen T. Lin Award for Excellence in Chinese. Established in 1986 by the family of Helen T. Lin, former director of the Chinese School. To be awarded annually to a student selected by the director and faculty of the Chinese School.

Rose Martin Spanish Prize. Awarded to that woman graduating with a Spanish Major, named by the Department of Spanish for her outstanding performance in the major area. Established in May 1961 by the Manhattan Middlebury Alumnae Association.

Merck and Company Award. For distinguished achievement in Chemistry at Middlebury and future promise in the field of medicine, the winner is selected by

the faculty of the Chemistry Department to receive the 1966 Merck Index prize awarded by Merck and Company of Rahway, New Jersey.

The Camillo P. Merlino Award for Excellence. A gift of a book or record to be awarded annually to an outstanding student in the Italian School. The Director of the School will select the student to receive the honor which will be given for achievement in either literature or history.

The Merlino–Mezzotero Award. Established in 1979 by the gift of Richard F. Mezzotero to honor his good friend, Dr. Camillo P. Merlino, former Director of the Middlebury College Italian School. To provide cash prizes to a student each year on a basis of achievement for work done in either or both of two courses, "A Survey of Italian Literature" and "The Risorgimento."

The Ann and Edward Meyers Religion Prize. Established in 1986 by Mona Meyers Wheatley '56. To be awarded annually to a graduating senior who, in the judgment of the Religion department faculty, has given evidence of exceptional ability in understanding, expression, and integration of ideas in the area of religious study.

Mildred Virginia Osher History Prize. Established in 1963 by Lloyd J. Graybar '60 in memory of his aunt, Mildred Virginia Osher. Awarded annually to the student who writes the best honors thesis in history or, at the discretion of the department chairman, to the senior student who has displayed the greatest proficiency in the study of history during the four undergraduate years.

The O. W. Prize for International Students. Established by Catharina Wallenberg, mother of Beatrice Wallenberg '89. The award recognizes the important contribution of international students to the Middlebury College community. The prize will be awarded annually to the senior international student who has best demonstrated a commitment to support the College through service to the community.

Phi Beta Kappa Prize. Established by the Middlebury College Chapter of Phi Beta Kappa (Beta of Vermont) in 1968, on the occasion of its centennial. Awarded to that graduating senior, elected to Phi Beta Kappa, who, in the opinion of the faculty members of the Chapter, has demonstrated special attainments within and beyond the normal expectations of the curriculum which best exemplify Phi Beta Kappa's regard for intellectual excellence.

The Henry B. Prickitt English Prize. Established in 1984 by the Department of English and friends. Annual income to be awarded to a graduating senior whose work in the English Department has been outstanding.

The Richard C. Rapp '64 Memorial Football Award. Presented annually to the senior lineman who demonstrates determination to excel in his position.

T. Ragan Ryan Award for Excellence. In memory of Ragan Ryan '91. Awarded to the junior student who best exemplifies the spirit of humanism and excellence in premedical studies exemplified by Ragan Ryan. The recipient will be determined by the pre–professional committee on the basis of academic work, extracurricular activities and actions benefitting others.

Senior Honors Thesis Award in Economics. Established in 1980. Awarded annually for the best senior honors thesis in the Department of Economics.

John P. Stabile Memorial Cup. Awarded to the athlete who best exemplifies the Middlebury spirit. Established in memory of Lt. John P. Stabile '40, killed in action, Guadalcanal. Established by Lt. John F. Hogan '41.

The Marci J. Stewart '72 Memorial Award. Awarded each year by the History Department to the student in History or American Studies who has shown outstanding personal and academic qualities.

Stolley–Ryan American Literature Prize. Established in 1978 as an annual award to the graduating senior majoring in American Literature whose work in the department best reveals the greatest understanding and appreciation for the issues central to the American literary tradition.

Randi E. Stromstad '89 Memorial Award in Chemistry. Established in 1987 by the Chemistry Department, to be awarded annually to the graduating senior who best exemplifies Randi's spirit and enthusiasm for the undergraduate learning experience in Chemistry.

Mary Dunning Thwing Prize. Awarded to a woman student who in her junior and senior year has done the best work in English composition, prose and poetry. Established by Charles F. Thwing, President of Western Reserve, in memory of his wife, Mary Dunning Thwing.

Alice J. Turner Memorial Trophy. Awarded each year to a member of the varsity basketball team.

Paul W. Ward '25 Memorial Prize. Awarded twice annually, each term, to a freshman for proficiency in writing.

John M. White '52 Memorial Award. Established in 1987 by family and friends. Awarded to a senior who has done outstanding work in the Geology department.

Franklin G. Williams '13 and Sara H. Williams '12 Memorial Award. To be awarded to a young man or woman in the sophomore class on the basis of deep human qualities of natural kindness, perceptivity of the needs and feelings of others, and an abiding sense of personal responsibility.

Woolsey Prizes. Awarded to the two undergraduates writing the best examinations in Bible. Established in 1933 by Theodore S. Woolsey, Trustee, 1922–23.

Endowed Lectureships

Julian W. Abernethy Lecture. Established in 1928 under the will of Julian W. Abernethy, Class of 1876. A writer of distinction is annually invited to address the College upon some aspect of American Literature in commemoration of the birthday of Dr. Abernethy, founder of the Abernethy Library.

Donald Everett Axinn Annual Public Lecture. Established in 1987, to be given by a poet or writer of distinction.

Jean Boorsch Lectureship. Established in 1971 in honor of Jean Boorsch, after 41 years of service to the French Summer School.

Willard Duncan Carpenter '14 Memorial Lecture Fund. Established by Mrs. Ethel G. Storm, Class of 1916, in memory of her first husband. Income to be used for a lecture in Economics.

Class of 1914 Lecture. Established by an anonymous member of the Class of 1914, to provide an annual lecture on Science and the Humanities.

Elizabeth Drew Memorial Lecture Fund. For lectures at the Bread Loaf School of English.

The Edmunds Fund. Income to be used annually for a lecture in the Social Sciences.

The John Hamilton Fulton Memorial Lectures. Given anonymously. To establish lectures, performances and extended visits to the Middlebury campus by distinguished scholars, artists and performers.

Charles S. Grant Memorial Lecture. Established by friends in memory of Professor Grant to provide an annual lecture in History.

The Hirschfield Film Endowment. Established in 1985 by Berte and Alan Hirschfield. To support lectures and presentations by video and film artists, scholars and industry professionals.

Hannah A. Quint Lectureship in Jewish Studies. Established in 1987 by Mrs. Quint and her son, Eliot Levinson '64.

Professor David K. Smith Visiting Economic Lecture Series. Established in 1988 by Edward H. Schaefer '56, Laura Schaefer Buckley '79 and Edward H. Schaefer III '84 upon the occasion of Professor Smith's retirement from a long and

illustrious career at Middlebury College. Income to provide an annual lecture in Economics.

Samuel S. Stratton Lecture. Established by 1962–63 gifts to the Parents Fund to honor Dr. Stratton at the time of his retirement as the eleventh President of Middlebury, to provide an expanded program of visiting lecturers on the Middlebury campus.

The Jessica Swift Lecture Series. Established under the terms of the will of Jessica Swift, an endowment to fund lectures by leading scholars in a number of areas.

Robert W. van de Velde, Jr., '75 Memorial Lecture Series. Established in 1981 by Mr. and Mrs. Robert W. van de Velde and friends of the family. The income to provide an annual lecture dealing with the confluence of public affairs (foreign and domestic) and journalism, particularly broadcast journalism.

Academic Standards and Regulations

The College makes available to students copies of the *Middlebury College Handbook* containing detailed information regarding policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics and student activities. Since these are subject to change from time to time, they are not to be considered as contractual. All students are responsible for a knowledge of and compliance with College regulations.

The College reserves the right to exclude at any time students whose conduct or academic performance is judged by appropriate administrative authorities to be undesirable, without assigning any further reason therefor. In such cases, the fees which are due or which may have been paid in advance will not be refunded or remitted, in whole or in part, and neither the College nor any of its officers shall be under any liability whatsoever for such exclusion.

Grades. Instructors report final course grades to the Dean of Students and do not give them directly to students. Students are responsible for keeping parents correctly and currently informed of their standing and progress. Final grades, notices of academic probation and second course warnings are sent to parents or to students at their home address.

The Dean of Students will consider any special curricular problems of veterans and grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education and family responsibilities.

Transfer of Credit. Students may transfer course credits from other institutions only at the discretion of Middlebury College. Students should prepare in advance a "Transfer of Credit" form (requiring approval by the department chairman, the student's advisor, and the Dean of Students). Acceptance of credit toward the Middlebury degree is contingent upon receipt of this form by the Dean of Students and transcripts from approved educational institutions. To receive credit the transfer course should normally be above the introductory level at the institution attended and must be passed with a grade of C– or better. These transfer credits as well as Advanced Placement credits may be used to make up failures, excess D credits, and other deficiencies in the student's record; they may also be used to fulfill distribution requirements.

In evaluating entering transcripts of transfer students, the College grants year–for–year equivalence for students who followed an A.B. program at another accredited four–year college, regardless of the academic calendar followed. In all cases, course evaluation will be relevant to fulfillment of Middlebury departmental and College requirements. Failing grades and Ds at other colleges are not transferable. Students transferring to Middlebury from all other programs will have their transcripts evaluated by the course and content to determine standing.

Auditing. With advance permission of the instructor, a regularly enrolled student may audit other classes. The instructor establishes the conditions under which the student may audit. *A student may request "official audit" status, in which case the course will be recorded on his or her transcript with "audit" noted by the course number. In order to obtain official audit status, the student must make a request to the instructor, and they must agree in writing on the conditions of satisfactory completion.* In no case may the student receive credit for auditing.

Non–students may audit courses only with the permission of the instructor and the Vice–President for Academic Affairs or his/her designee. *In such cases there is no official audit status.*

Special Students. Students who require only one or two courses to complete their degree requirements may apply to the Administration Committee for Special Student status. Other students may seek reduced course loads and Special Student status for exceptional personal reasons.

Individuals not enrolled as A.B. candidates are occasionally admitted as Special Students for compelling personal and educational reasons. Such individuals must apply to the Administration Committee for admission as Special Students.

Special Students must pay per course a fee of $1,900 in the 1991–92 academic year and normally live off campus.

Adjunct Students. A small number of students, primarily foreign nationals, may be admitted as non–degree candidates. They may take as many or few courses as desired and may decide whether or not they will receive grades. They pay full comprehensive fee. The Administration Committee will admit them and oversee their programs.

Motor Vehicles

All students are permitted to have or to operate a motor vehicle. All vehicles must be registered with the Campus Security office and parked in assigned lots. A student receiving financial assistance from the College is permitted to maintain a motor vehicle in Middlebury subject to the existing vehicle regulations affecting all students. However, he or she must plan to use personal funds for all expenses relating to ownership, maintenance, and operation of a motor vehicle. Such costs will not be included in the student budget when determining financial aid. The College will take what measures are necessary to ensure that no student aid funds are used to subsidize motor vehicle expenses.

Accreditation: *Middlebury College is accredited by the New England Association of Schools and Colleges, Inc., a non–governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post–graduate instruction.*

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Middlebury College is also accredited by the Vermont State Department of Education.

Development Program

In 1954, Middlebury began a development program to seek the additional funds necessary to provide increased teaching resources, academic facilities and scholarship aid. These funds continue to be essential to sustain Middlebury's educational objectives.

The College is continuing the effort to increase endowment critical to its current and future health. Gifts and bequests for scholarships and faculty support for undergraduate and graduate programs are particularly important. Gifts of $100,000 and over are needed to establish endowed undergraduate scholarships, while gifts of $25,000 and over can establish graduate scholarships for the Language Schools and the Bread Loaf School of English.

Endowed Professorships

An endowed professorship is one of the most rewarding contributions that can be made to the College. Funds of $1.5 million are necessary to endow a professorship spanning the academic year of the undergraduate college. Contributions in the $250,000 to $350,000 range can establish professorships for the Summer Language Schools. The endowed chairs currently established at Middlebury and the dates of their founding are as follows:

The Burr Professorship of Chemistry and Natural History (1829)
The John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
The Levi P. Morton Professorship of Latin and French (1886–87)
The Beman Professorship of Mathematics (1893)
The James B. Jermain Professorship of Political Economy (1901)
The A. Barton Hepburn Women's Professorship (1908)
The George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)
The Paige–Wright Professorship of Economics (1913)
The Fletcher D. Proctor Professorship of American History (1918)
The Henry Norman Hudson Professorship of English (1920)
The A. Barton Hepburn Professorship of Economics (1922)
The John C. McCullough Professorship of Chemistry (1924)
The Julian W. Abernethy Professorship of American Literature (1933)
The Albert D. Mead Professorship of Biology (1949)
The George Adams Ellis Professorship of Liberal Arts (1956)
The Jean Thomson Fulton Professorship of Modern Languages and Literature (1963)
The Irene Heinz and John LaPorte Given Professorship in Pre–medical Sciences (1966)
The Charles A. Dana Professorships (1966)
The Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)
The Christian A. Johnson Professorship in Art History (1974)
The Christian A. Johnson Professorship in the Performing Arts (1974)
The William R. Kenan Jr. Professorship (1975)
The Christian A. Johnson Distinguished Professorship in Economics (1977)
The Frank and Eleanor Griffiths Professorships of Literature at the Bread Loaf School of English (1977)
The C. V. Starr Professorship in Linguistics and Language (1979)

The Fiftieth Anniversary Chair in the Italian School (1981)
The Benjamin F. Wissler Professorship in Physics (1983)
The John M. Kirk Jr. Chair in Medieval Literature at the Bread Loaf School of English (1984)
The Fletcher Chair in the Arts (1985)
The Pardon Tillinghast Chair in History, Philosophy and Religion (1985)
The Donald Everett Axinn Chair in Creative Writing (1987)
The F.C. Dirks Professorship in Economics and Political Science (1987)
The C.V. Starr Professorship in Russian and Soviet Area Studies (1987)
The African Studies Professorship (1987)
The Kawashima Professorship in Japanese Studies (1988)
The Alan R. Holmes Chair in Monetary Economics (1989)
The M. Ruth Marino Chair in the Bread Loaf School of English (1989)

Forms for Gifts and Bequests

The corporate title of Middlebury College is "The President and Fellows of Middlebury College."

The following forms are suggested:

GENERAL: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont the sum of _____ for the uses and purposes of the said Corporation."*

ENDOWMENT: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of _____ to be added to the General Endowment of the said Corporation."*

FOR A SPECIFIC PURPOSE: *"I give (or bequeath) to The President and Fellows of Middlebury College, a corporation of the State of Vermont, located at Middlebury, Vermont, the sum of _____ to be known as the _____ Fund, the principal to be invested and reinvested in its discretion, and the income and capital appreciation therefrom to be used (or if the testator prefers – 'earned income only to be used') for the purpose of _____ If at any time, in the judgment of the Trustees of the said Corporation, the need of income for such purpose no longer exists, The Trustees of the said Corporation shall be, and hereby are, authorized to use the income from the Fund for such purpose as shall in their judgment promote the interests of the College."*

President and Fellows

President and Fellows of the Corporation

Timothy Light, A.B., Yale; B. Div., Union Theological Seminary; M.A., Columbia; Ph.D., Cornell
President of the College — Middlebury, VT

Charter Trustees

(*Calendar year indicates first date of election*)

Milton V. Peterson, '58, A.B. (1983)
Chairman of the Board and
President of the Corporation
Owner, Milton V. Peterson Investment Co. — Fairfax, VA

Patricia Judah Palmer, '57, A.B. (1982)
Vice Chairman of the Board — Wellesley Hills, MA

Allan R. Dragone, '50, A.B., M.B.A. (1978)
Chairman, Arcadian Corporation — New York, NY

W. Kyle Prescott, '49, A.B. (1978) Montreal,
President–Owner, Prescott & Co. Ltd. — Montreal, Quebec

C. Irving Meeker, '50, A.B., M.D. (1979)
Quality Assurance Officer
Maine Medical Center — Portland, ME

Jonathan O'Herron, A.B., M.B.A. (1980)
General Partner, Lazard Freres & Co. — New York, NY

Jane Bryant Quinn, '60, A.B., LL.D.(1991)
Columnist
Newsweek Magazine — North Salem, NY

Robert P. Youngman, '64, A.B. (1980)
President, Hovey, Youngman Associates, Inc. — New York, NY

Term Trustees

	First Elected	*Term Expires*	
Claire W. Gargalli, '64, A.B. Vice Chairman The Diversified Search Companies	1987	1992	Philadelphia, PA
William E. Odom, B.S., Ph.D. Director of National Security, Hudson Institute	1987	1992	Alexandria, VA
Dort A. Cameron III, '67, A.B., M.B.A. President, The Airlie Group	1983	1993	New York, NY
Ronald H. Brown, '62, A.B., J.D. Partner, Patton, Boggs & Blow	1988	1993	Washington, DC

Frederic W. Allen, A.B., LL.B. Chief Justice, Vermont Supreme Court	1988	1993	Shelburne, VT
Susan C. Crampton, A.B., M.A. Partner, The Vermont Partnership	1988	1993	Williston, VT
James S. Davis, '66, A.B. President–Owner New Balance Athletic Shoe Inc.	1984	1994	Boston, MA
Sister Elizabeth Candon, B.A., M.A., Ph.D. Special Assistant to the President, Trinity College	1984	1994	Burlington, VT
David E. Thompson, '49, A.B. Retired Consultant	1989	1994	Panton, VT
Reuben Mark, '60, A.B., M.B.A. President and C.E.O. Colgate–Palmolive Company	1985	1995	New York, NY
Betty A. Jones, '86, A.B., M.A. (French) Instructor in French	1991	1996	Louisville, KY

Alumni Trustees

Peter R. Decker, '57, A.B., M.A., Ph.D. Vice Chairman of the Board President, Peter R. Decker and Associates	1988	1993	Denver, CO
Patricia Sherlock Davidson, '59, A.B., M.A.T., C.A.S., Ed.D. Professor of Mathematics University of Massachusetts	1989	1994	Arlington, MA
Churchill G. Franklin, '71, A.B. Senior Vice President Acadian Asset Management	1989	1994	Boston, MA
Albert H. Elfner III, '66, A.B. President Keystone Group	1990	1995	Boston, MA
Pamela Nugent Czekanski,. '81, A.B Investment Counseling	1991	1996	Boston, MA
Martha Saenz, '65, A.B., J.D. Partner, Foley and Saenz Immigration Law	1991	1996	Washington, DC

Trustees Emeriti

(Dates indicate election to Board of Trustees and effective date of emeritus status)

James I. Armstrong, Ph.D., LL.D., L.H.D., Litt.D. (1963, 1975)	South Berwick, ME
Mary Williams Brackett, '36, A.B., M.A., Ph.D., Litt.D. (1969, 1984)	Wilton, CT
Alice Guest Howson, '30, A.B., M.A., Litt. D. (1948, 1979)	Bloomfield, CT
Arnold R. LaForce, '35, B.S., M.B.A., LL.D. (1961, 1980)	Gladstone, NJ
L. Douglas Meredith, A.B., M.A., Ph.D., LL.D. (1960, 1975)	Burlington, VT
Raymond J. Saulnier, '29, B.S., M.A., Ph.D., LL.D. (1958, 1979)	New York, NY
Hilton A. Wick, A.B., LL.B. (1969, 1984)	Burlington, VT
William S. Youngman, A.B., J.D., LL.D. (1962, 1977)	Vero Beach, FL

Officers of the Corporation

Milton V. Peterson, '58, A.B. (1983) Chairman of the Board President of the Corporation	Fairfax, VA
Patricia Judah Palmer, '57, A.B. (1982) Vice Chairman of the Board	Wellesley Hills, MA
Peter R. Decker, '57, A.B., M.A., Ph.D. (1988) Vice Chairman of the Board	Denver, CO
W. Kyle Prescott, '49, A.B. (1978) Secretary of the Corporation	Montreal, Quebec
David W. Ginevan, B.S., M.Ed., M.B.A. (1983) Treasurer of the Corporation	Middlebury, VT
Betsy M. Etchells, '75, A.B. (1988) Assistant Secretary of the Corporation	Middlebury, VT

Academic Administration and Staff (1991–92)

(Calendar year indicates first date of appointment; second date appointment to present position)

President

President	Timothy Light, A.B., B. Div., M.A., Ph.D. (1990)
Executive Assistant to the President	Betsy M. Etchells, A.B. (1981,1988)
Administrative Assistant to the President	Shelley Glassner, A.B., M.A. (1987, 1991)

Academic Program

Provost and Vice President for Academic Affairs	John M. McCardell, Jr., A.B., Ph.D. (1976, 1989)
Administrative Assistant to the Provost	Sandra LeGault, A.B., M.A. (1977, 1984)
Vice President for Foreign Languages and Director of the Language Schools	Edward C. Knox, A.B., Ph.D. (1969, 1982)
Dean of the College	John D. Emerson, A.B., Ph.D. (1973, 1986)
Dean of the Faculty	Carol Rifelj, A.B., Ph.D. (1980, 1991)
Coordinator of Academic Programs	Eric L. Davis, A.B., M.A., Ph.D. (1980, 1991)
Director of Academic Computing	David Dexter, B.S., Ph.D. (1989)
Assistant Director of Academic Computing	Howard C. McCausland, A.B., M.A. (1989)
Assistant Director of Academic Computing	Sheldon Sax, A.B., M.A. (1984, 1987)
College Curator and Director of the Johnson Gallery	Richard A. Saunders, A.B., M.A., M. Phil., Ph.D. (1985)
Arts Coordinator	Deborah Smith, A.B. (1991)
College Librarian	Ronald Rucker, A.B., M.A., M.L.S. (1976)
Associate Librarian	Hans Raum, A.B., M.L.S. (1975, 1977)
Catalog Librarian/Davison Librarian	Judith Watts, A.B., M.L.S. (1980, 1985)
Reference Librarian/Science Librarian	Susan W. Tucker, A.B., M.L.S. (1976, 1978)

Reference Librarian/Instruction Librarian	Patricia Gray, A.B., M.L.S. (1989, 1990)
Reference Librarian	Jean Simmons, A.B., M.L.S. (1984, 1985)
Abernethy Curator and Archivist	Robert Buckeye, A.B., M.A., M.L.S. (1971, 1973)
Flanders Curator/Reference Librarian	Jennifer Post, A.B., M.A., M.L.S., Ph.D. (1979, 1983)
Systems Librarian	Jeffrey Rehbach, A.B., M.A., M.L.S. (1981, 1985)
Catalog Librarian	Cynthia Watters, A.B., M.L.S. (1975, 1985)
Collection Development Librarian	Joanne S. Hill, A.B., M.L.S. (1981)
Music Librarian	Jerry McBride, B.M., M.M., M.L.S. (1986)
Music Catalog Librarian	Joy Pile, A.B., M.M., M.L.S. (1989)
Technical Director of the Theater	J. Richard Forman, A.B., (1970, 1976)

Student Services

Dean of Students	Ann Craig Hanson, A.B., Ed.M., Ph.D. (1988, 1991)
Dean of Advising and Off-Campus Study	Karl L. Lindholm, A.B., M.A., Ph.D. (1976, 1991)
Associate Dean of Students	Arlinda Ardister, A.B., M.A. (1980)
Assistant Dean of Students	Martha Mathis, B.S., M.S. (1985)
Director of Residential Life	Francis T. Kelley, A.B., S.T.L. (1983)
Chaplain	John T. Walsh, A.B., M.A., M. Div. (1986)
Interim Director of Admissions	Geoffrey R. Smith, A.B., M.Ed. (1986, 1991)
Associate Director of Admissions	Kathy M. Lindsey, A.B. (1983, 1989)
Associate Director of Admissions part-time	Carolyn L. Perine, A.B. (1973, 1982),
Associate Director of Admissions	Bertram D. Phinney, A.B. (1973, 1982)
Associate Director of Admissions; Coordinator of Admissions Outreach	Caroline S. Donnan (1986, 1987)
Assistant Director of Admissions	Anya Puri, A.B. (1988, 1989)
Admissions Counselor	Soraya C. Diaz, A.B. (1991)

Admissions Counselor	Barbara Marlow, A.B. (1983)
Admissions Counselor	James Thompson, A.B. (1989)
Director of Campus Security	Peter S. Chenevert (1988)
Director of Career Counseling and Placement	To Be Announced
Associate Director of Career Counseling and Placement	Valerie B. Szymkowicz, A.B., M.Ed. (1984)
Director, Counseling and Human Relations Center	Gary F. Margolis, A.B., Ph.D. (1972)
Director of Health Education and Coordinator of Sexual Harassment Education Program	Marianna McShane, A.B., M.A. (1982, 1990)
Director of Undergraduate Records	Lucinda A. Rigg (1976, 1983)
Director of Financial Aid	Robert Donaghey, A.B., M.A. (1984)
Associate Director of Financial Aid	Patricia L. Santner, B.S. (1985)
Assistant Director of Financial Aid	Erik J. Liljestrand, A.B. (1988, 1989)
Assistant Director of Financial Aid	Sandra L. Vivian, A.B., M.B.A. (1991)
Medical Director of the George Parton Health Center	Ruth K. Grant, M.D. (1986)
Administrative Director of the George Parton Health Center	Nancy S. Cutting, R.N. (1983, 1986)
Student Activities Director	Catherine Walsh, A.B., M.A. (1988)
Director of Student Employment and Volunteer Services	Tiffany Sargent, A.B. (1985, 1989)
Director of Academic Support	John C. Norman, A.B., M.A., Ph.D. (1990)

Development, Alumni Relations

Director of Development	Michael D. Schoenfeld, A.B., M.Ed., (1983, 1990)
Senior Development Officer	Gordon C. Perine, A.B. (1951, 1984)
Director of Alumni Relations	Hugh Marlow, A.B. (1980)
Director of Public Affairs	Ronald Nief, A.B. (1976, 1978)
Director of Research and Records	Kim Ehritt Smith, A.B. (1982, 1988)
Director of Grants	Susan Veguez, A.B., M.A. (1972, 1984)
Director of Special Gifts	Mona M. Wheatley, A.B., M.Ed. (1980, 1989)
College Editor	Timothy P. Etchells, A.B. (1989)

Business Management

Vice President for Administration and Treasurer	David W. Ginevan, B.S., M.Ed., M.B.A. (1973, 1983)
Assistant Treasurer	Thomas J. Corbin, B.B.A. (1989)
Purchasing Agent	Howard W. Brush (1980, 1983)
Director of Human Resources	Shirley Fisler (1974, 1991)
Assistant Director of Human Resources	To be Announced
Director of Wage and Salary Administration	Allen Toothaker, A.B., M.Ed. (1991)
Manager of Maintenance Services	Norman D. Cushman, A.A.S., B.S., M.B.A. (1990)
Plant Engineer	Harvey N. Drinkwine (1956, 1967)
Director of Data Processing	Norman D. Hadley, A.B. (1966, 1968)
Manager of Custodial Services	Virginia C. Hall (1974, 1980)
Manager of Golf Course, Snow Bowl	Howard R. Kelton (1969, 1979)
Comptroller	Philip A. Yauch, B.B.A., C.P.A. (1989)
Associate Comptroller and Director of Budget Administration	Rhoda M. Rader, B.S. (1979, 1989)
Assistant Comptroller	Robert W. Caragher, A.B., MIM (1991)
Manager of College Store	Carl Peabody, B.S. (1962, 1964)
Publications Coordinator and Reprographics Manager	Steven K. Metzler, B.S., M.A., M.F.A. (1989)
Manager of Mail Services	Eileen M. Rollinson (1969)
Director of Dining Services	Ted A. Mayer (1987)
Assistant Director of Physical Plant for Technical Support	Arthur J. Thorne (1968, 1980)
Director of New Construction and Major Renovations	Gerald Vaillancourt (1983, 1984)
College Forester	Stephen W. Weber, A.B., M.S. (1978, 1980)
Director of Operations	George W. Whitney, Jr., A.B. (1973, 1983)
Director of Physical Plant	Jon C. Woodbury, B.S. (1978)

Athletic Program

Director of Athletics	G. Thomas Lawson, B.S. (1969, 1977)

Asst. Director of Athletics; Coach: Men's Basketball, Golf	Russell L. Reilly, A.B., M.Ed. (1977)
Asst. Director of Athletics; Coach: Women's/Men's Tennis	Gail Smith, A.B. (1977)
Coach: Skiing, Cross–Country	Terry L. Aldrich, B.S. (1975)
Coach: Women's Basketball, Asst. Coach: Women's Field Hockey, Intramural Director	Amy Backus, B.S. (1987)
Coach: Men's Hockey, Women's Soccer	William Beaney, A.B. (1986)
Coach: Men's/Women's Track Strength Coach, Director of Club Sports	Martin Beatty, B.A. (1987)
Coach: Men's/Women's Alpine Skiing, Asst. Coach: Track	Bart Bradford, B.S. (1987)
Director of the Brown Pool, Coach: Men's/Women's Swimming, Asst. Coach: Women's Lacrosse	Mary Ellen Claffey, B.S. (1986)
Coach Lacrosse, Asst. Coach: Football	Erin Quinn, A.B., M.A.T. (1990)
Coach: Football, Men's Asst. Lacrosse	Michael G. Heinecken, B.S., M.Ed. (1973)
Coach: Field Hockey, Women's Lacrosse Director of Physical Education	Carson Hopkinson, B.S. (1977)
Coach: Women's Hockey Asst. Coach: Football, Baseball	William Mandigo, A.B. (1988)
Coach: Men's Soccer, Women's Squash,Asst. Coach: Women'sTennis (spring)	David F. Saward, B.Ed., M.Ed. (1985)
Asst. Coach: Women's Cross–Country Skiing and Track	Patricia Ross, B.S. (1988)
Coach: Baseball; Asst. Coach: Football	Robert L. Smith, A.B., M.A. (1979)
Athletic Trainer	Richard W. Waterman (1956)
Athletic Trainer	David P. Matthews, B.S., M.A. (1983)
Physical Therapist	Susan E. Murphy, A.B. (1976)
Physical Therapist	Barbara Conger, B.S. (1987)

Language Schools, Bread Loaf

Director of the Language Schools	Edward C. Knox, Ph.D. (1982)
Assistant to the Director	Elizabeth Karnes (1988)

Director of the School of Arabic	Mahmoud Al–Batal, Ph.D. (1990)
Dean of the School of Arabic	Constance N. Kenna, M.A. (1991)
Director of the Bread Loaf School of English	James H. Maddox, Ph.D. (1989)
Director of the Bread Loaf Writers' Conference	Robert Pack, M.A. (1972)
Administrative Director of the Bread Loaf Writers' Conference	Stanley P. Bates, Ph.D. (1978)
Coordinator of Admissions	Carol Knauss, A.B. (1975, 1989)
Director of the Chinese School	Chih–p'ing Chou, Ph.D. (1984)
Dean of the Chinese School	John Berninghausen, Ph.D. (1988)
Director of the French School	Daniel Jourlait, Ph.D. (1986)
Dean of the French School	Mireille Barbaud-McWilliams (1991)
Director of the School in France: Paris	Nancy O'Connor, Ph.D. (1986)
Director of the German School	Konrad Kenkel, Ph.D. (1987)
Dean of the German School	Constance N. Kenna, M.A. (1971)
Director of the School in Germany: Mainz	Thomas Huber, Ph.D. (1971)
Director of the Italian School	Edoardo Lebano, Ph.D. (1986)
Dean of the Italian School	Patricia Zupan, Ph.D. (1991)
Director of the School in Italy: Florence	Anna L. Barsanti (1976)
Director of the Japanese School:	Nobuo Ogawa, Ph.D. (1998)
Dean of the Japanese School	Nobuo Ogawa, Ph.D. (1988)
Director of the Spanish School	Frank P. Casa, Ph.D. (1987)
Dean of the Spanish School	Chela Andreu, Ph.D. (Fall) (1985) Roberto Veguez, Ph.D. (Winter & Spring) (1986)
Director of the School in Spain: Madrid	Roberto Veguez, Ph.D. (Fall) (1986) Chela Andreu, Ph.D. (1985) (Winter and Spring)
Director of the Russian School	Alexander Wornozoff, Ph.D. (1983)
Dean of the Russian School	Thomas R. Beyer, Ph.D. (1981)
Director of the School in the Soviet Union: Moscow	Jean MacKenzie, M.A. (1990)

Faculty (1991–92)

Timothy Light, A.B., Yale University; B. Div., Union Theological Seminary; M.A., Columbia University; Ph.D., Cornell University
President and College Professor (1990)

John M. McCardell, Jr., A.B., Washington and Lee University; Ph.D., Harvard University
Provost and Vice President for Academic Affairs (1989); Professor of History (1976)

Edward C. Knox, A.B., Wesleyan; Ph.D., Yale University
Vice President for Foreign Languages; Director of the Language Schools (1982); Jean Thomson Fulton Professor of Modern Languages and Literature (1969)

John D. Emerson, A.B., University of Rochester; M.S., Ph.D., Cornell University
Dean of the College (1986); Professor of Mathematics (1973)

Carol Rifelj, A.B., M.A., Ph.D., University of Wisconsin
Dean of the Faculty (1991); Professor of French (1972)

Eric L. Davis, A.B., Brown University; M.A., Ph.D., Stanford University
Coordinator of Academic Programs (1991), Professor of Political Science (1980)

Don Adams, A.B., Reed College; M.A., Ph.D., Cornell University
Visiting Assistant Professor of Philosophy (1991)

Eve Adler, A.B., Queens College; M.A., Brandeis University; Ph.D., Cornell University
Professor of Classics (1977)

Terry L. Aldrich, B.S., Saint. Lawrence University
Assistant Professor of Physical Education (1975)

Julia Alvarez, A.B., Middlebury College; M.A., Syracuse University
Associate Professor of English (1988), on leave winter and spring term 1992

Glenn M. Andres, B. Arch., Cornell University; M.F.A., Ph.D., Princeton University
Professor of Art (1970)

Alicia Andreu, A.B., Chapman; M.A., University of Wisconsin; Ph.D., University of Oregon
Professor of Spanish (1976), Director of the School in Madrid winter and spring term 1992

David H. Andrews, A.B., Ohio Wesleyan; M.A., Ph.D., Cornell University
Professor of Anthropology (1968)

Peter Andrews, B. Sc., University of Toronto; M.A., Ph.D., University of Maryland
Associate Professor of Computer Science (1987)

Paul Ashin, A.B., Princeton University; M.A., Ph.D., Stanford University
Visiting Assistant Professor of History (part-time), Fall term (1991)

Cynthia Packert Atherton, A.B., University of Pittsburgh; M.A., Ph.D., Harvard University
Assistant Professor of Art (1987–88, 1989)

Richard T. W. Arthur, A.B., Oxford; M.A., McGill University; Ph.D., University of Western Ontario
Associate Professor of Philosophy (1985)

Amy Backus, B.S., Central Michigan University
Instructor in Physical Education (1987)

Vickie Backus, A.B., McMaster University; M. Sci., Brock University
Visiting Instructor in Biology, Fall term (1991)

Alexandra Baker, A.B., Hunter College M.A., Indiana University
Lecturer in Russian (1972)

Lynne R. Baker, A.B., M.A., Ph.D., Vanderbilt University
Professor of Philosophy, on Associate Status (1976)

Cates Baldridge, A.B., Johns Hopkins University; M.A., Ph.D., University of Virginia
Assistant Professor of English (1986)

Mireille Barbaud–McWilliams, Ph.D., University of Paris X
Visiting Assistant Professor of French (1979)

Judith Barringer, A.B., George Washington University; M.A., M. Phil., Ph.D., Yale University
Assistant Professor of Art (1990)

Ann Marie Basom, A.B., University of Minnesota; M.A., Ph.D., University of Wisconsin
Assistant Professor of Russian (1987), on leave 1991–92

Ellen O. Basu, A.B., Williams College; M.A., Ph.D., Harvard University
Assistant Professor of Anthropology (1985)

Stanley P. Bates, A.B., Dartmouth College; A.B., M.A., Oxford; M.A., Ph.D., Harvard University Professor of Philosophy (1971)

Nancy Beadie, A.B., Wellesley College; M.S., Ph.D., Syracuse University
Visiting Assistant Professor of History (1990)

William Beaney, A.B., University of New Hampshire
Assistant Professor of Physical Education (1986)

Martin Beatty, A.B., Middlebury College
Assistant Professor of Physical Education (1986)

Jill Becker, B.A., State University of New York at Brockport; M.A., The American University
Visiting Artist in Dance (1989)

Eduardo C. Bejar, A.B., B. Arch., Rice; M.A., University of Houston; M.A., Ph.D., University of Massachusetts
Associate Professor of Spanish (1985)

Barbara L. Bellows, A.B., M.A., Ph.D., University of South Carolina
Associate Professor of History, on Associate Status (1983)

Raymond E. Benson, A.B., M.A., University of Wisconsin
Adjunct Professor of Russian and Soviet Studies and Director of the American Collegiate Consortium for East–West Cultural and Academic Exchange (1987)

Kim Bent, A.B., University of Vermont
Visiting Lecturer in Theatre (part–time) (1981, 1988)

John D. Berninghausen, A.B., University of Minnesota; M.A., Ph.D., Stanford University
Professor of Chinese (1976)

John A. Bertolini, A.B., Manhattan College; M.A., Ph.D., Columbia University
Professor of English (1975), on leave fall and winter term 1991–92

Thomas R. Beyer, Jr., B.S., Georgetown University; M.A., Ph.D., University of Kansas
C.V. Starr Professor of Russian Studies (1975)

Suzanne Bocanegra, B.F.A., University of Texas; M.F.A., San Francisco Art Institute
Visiting Assistant Professor of Art, spring term (1988)

Bart Bradford, B.S., Johnson State College
Assistant Professor of Physical Education (1987)

Priscilla Bremser, A.B., Smith College; M.A., Ph.D., Johns Hopkins University
Associate Professor of Mathematics (1984)

David A. Bumbeck, B.F.A., Rhode Island School of Design; M.F.A., Syracuse University
Christian A. Johnson Professor of Art (1968)

Jean Burfoot, B.Sc., London School of Economics; M.A., Ph.D., University of California, Los Angeles
Visiting Instructor in Sociology (part–time), Spring term (1988)

James P. Butler, Jr., B.F.A., Rhode Island School of Design; M.F.A., Indiana University
Associate Professor of Art, on Associate Status (1981)

Alison Byerly, A.B., Wellesley College; M.A., Ph.D., University of Pennsylvania
Assistant Professor of English (1989)

Jeffrey Byers, B.S., University of Rochester; Ph.D., Dartmouth College
Assistant Professor of Chemistry (1986)

Sandra Caletti, A.B., University of Bologna; M.A., Johns Hopkins University
Visiting Instructor in Italian (1991)

Catherine P. Campbell, A.B., University of Washington; M.A., Ph.D., Stanford University
Assistant Professor of Chinese (1986)

Penny Campbell, A.B., Bennington College
Lecturer in Dance (1985)

Thomas A. Carr, A.B., University of California, Santa Barbara; M.A., Ph.D., University of Colorado
Visiting Assistant Professor of Economics (1990)

Carole Cavanaugh, A.B., Temple; Ph.D., Yale University
Assistant Professor of Japanese (1990)

Gregory Chiang Kuei-ke, A.B., National Taiwan University; M.A., University of Vermont
Lecturer in Chinese (1976)

Sunhee Choi, B.S., Seoul National University; M.A., The Korea Advanced Institute of Science; Ph.D., Princeton University
Assistant Professor of Chemistry (1987), on leave 1991–92

Robert R. Churchill, B.S., M.S., Northern Illinois University; Ph.D., University of Iowa
Professor of Geography (1978)

Mary Ellen Claffey, B.S., University of New Hampshire
Instructor in Physical Education (1986); Director of Brown Pool (1987)

Michael Paul Claudon, A.B., University of California, Berkeley; Ph.D., Johns Hopkins University
Frederick C. Dirks Professor of Economics and Political Science, on Associate Status (1970)

Nicholas R. Clifford, A.B., Princeton University; M.A., Ph.D., Harvard University
College Professor and Professor of History (1966), on leave 1991–92

Janine Clookey, B.S., State University of New York at Buffalo; M.S. Brown University
Instructor in Mathematics (1984)

Robert G. Cluss, A.B., Boston University; Ph.D., Ohio State University
Visiting Assistant Professor of Biology (1990)

Nancy Lee Coiner, A.B., St. John's College; M. Phil., Oxford; Ph.D., Stanford University
Assistant Professor of English (1989)

Raymond A. Coish, B.S., Memorial University of Newfoundland; Ph.D., University of Western Ontario
Professor of Geology (1977)

David C. Colander, A.B., M.A., M. Phil., Ph.D., Columbia University
Christian A. Johnson Distinguished Professor of Economics (1982), on leave 1991–92

Richard Cornwall, A.B., Princeton University; Ph.D., University of California, Berkeley
Professor of Economics (1977)

Robert Creed, B.S., University of North Carolina; Ph.D., Michigan State University
Visiting Assistant Professor of Biology (1990)

J. Dewey Daane, A.B., Duke University; M.P.A., D.P.A., Harvard University
Holmes Visiting Professor of Economics, Fall term (1991)

Cecile Vernier Danehy, D.V.E.G., Universite de Dijon; M.A., University of Virginia
Instructor in French (1989)

Kyoko Hayasaka Davis, A.B., Tsuru University; M.A., St. Michael's College
Visiting Instructor in Japanese (1991)

Sergei Davydov, A.B., Charles University; M.A., Ludwig–Maximillian University; Ph.D., Yale University
Professor of Russian (1976–78, 1988), on leave fall and winter term 1991–92

Janamitra Devan, B.Sc., M.B.A., Ph.D., Indiana University
Assistant Professor of Economics (1989)

Matthew Dickerson, A.B., Dartmouth College; M.S., Ph.D., Cornell University
Assistant Professor of Mathematics (1989)

Richard H. Dollase, A.B., Brown University; M.A.T., C.A.S., Wesleyan; D.Ed., Boston University
Director of Teacher Education with rank of Associate Professor (1982)

Stephen Donadio, A.B., Brandeis University; M.A., The Sorbonne; Ph.D., Columbia University
Professor of American Literature (1977)

Elizabeth Dore, A.B., Vassar College; M. Phil., Ph.D., Columbia University
Dana Faculty Fellow in Latin American History and Assistant Professor of History (1987)

David R. Dorman, B.S., Hobart; Sc.M., Ph.D., Brown University
Associate Professor of Mathematics (1984)

Murray P. Dry, A.B., M.A., Ph.D., University of Chicago
Professor of Political Science (1968)

Jeffrey S. Dunham, B.S., University of Washington; M.S., Ph.D., Stanford University
Associate Professor of Physics (1983)

David C. Elbert, A.B., Johns Hopkins University; M.S., University of Masachusetts
Instructor in Geology (1988)

John C. Elder, A.B., Pomona College; Ph.D., Yale University
Professor of English and Environmental Studies (1973)

Jule Emerson, A.B., St. Cloud University; M.F.A., New York University
Artist–in–Residence, with the rank of Assistant Professor of Theatre (1990)

Marion A. Eppler, A.B., University of North Carolina; M.A., College of William and Mary
Instructor in Psychology (1990)

Albert H. Ewell, Jr., A.B., Haverford College; Ph.D., New York University
Professor of Psychology (1952)

Emory M. Fanning, B.M., Oberlin College; M.M., University of Illinois; Mus. A.D., Boston University
Fletcher Professor of the Arts (1985)

Cheryl Faraone, A.B., M.F.A., Catholic University of America; Ph.D., Florida State University
Assistant Professor of Theatre (1986)

Evelina Felicite-Maurice, A.B., University of Puerto Rico; M.A., University of Maryland
Instructor in Spanish (1991)

Robert L. Ferm, A.B., College of Wooster; B.D., Yale Divinity School; Ph.D., Yale University
Tillinghast Professor of Religion (1964–65, 1969)

Honorée Fleming, A.B., New York University; Ph.D., University of Chicago
Assistant Professor of Chemistry (1988)

Gail A. Fondahl, A.B., Dartmouth College; M.A., Ph.D., University of California, Berkeley
Assistant Professor of Geography (1990)

William Frey, A.B., Villanova University; M.A., Ph.D., University of Vermont
Assistant Professor of Psychology (1987)

Barbara E. Ganley, A.B., Williams College
Tutor-in-Writing (part-time) (1990)

Philip Gasper, A.B., Queen's College; M.A., University of Calgary; M.A., Cambridge; Ph.D., Cornell University
Assistant Professor of Philosophy (1988), on leave winter and spring term 1992

William B. Gaynor, Jr., A.B., Bennington College; M.A., New School for Social Research
Visiting Assistant Professor of Economics (1990)

Robert W. Gleason, A.B., Middlebury College; Ph.D., Massachusetts Institute of Technology
Professor of Chemistry (1960)

Robert K. Gould, B.S., University of Maine; M.S., Ph.D., Brown University
Professor of Physics (1968)

James Grant, A.B., Hampshire College; M.A., University of Iowa; D.M.A., Cornell University
Assistant Professor of Music (1988)

Arthur St. Leger Grindon, A.B., University of California, Berkeley; M.A., Ph.D., New York University
Assistant Professor of Theatre (1987)

Rudolf K. Haerle, Jr., A.B., Dartmouth College; M.A., Ph.D., University of Chicago Professor of Sociology (1962–66, 1967)

Joanna S. Hall, A.B., Boston University; M. Ed., Lesley College
Lecturer in Teacher Education (1980)

Vanessa Haney, B.F.A., Indiana University; M.F.A., Tyler School of Art
Artist-in-Residence, Fall term (1991)

Lucy E. Harding, B.S., Stanford University; M.S., Ph.D., University of Arizona
Assistant Professor of Geology (1984)

Ursula Hardt, A.B., Coe College; M.A., Ph.D., University of Iowa
Visiting Assistant Professor of German (1990)

Michael Heinecken, B.S., M.Ed., University of Delaware
Assistant Professor of Physical Education (1973)

Diana E. Henderson, A.B., College of William and Mary; M.A., M. Phil., Columbia University
Assistant Professor of English (1986)

Claudia A. Henrion, A.B., B.S., Stanford University; M.A., Ph.D., Dartmouth College
Assistant Professor of English, on Associate Status (1985)

Robert W. Hill, Jr., A.B., M.A., Ph.D., Harvard University
Professor of English (1966)

Yolanda Hill, A.B., Middlebury College
Visiting Instructor in German (part-time) (1991)

Thomas P. Hillman, A.B., M.A., New York University; Ph.D., Fordham University
Visiting Assistant Professor of Classics (1990)

Carson L. Hopkinson, B.S., Springfield College
Assistant Professor of Physical Education (1977)

David E. Horlacher, A.B., Dartmouth College; M.A. University of Pennsylvania; Ph.D., Pennsylvania State University
Hepburn Professor of Economics, spring term (1992)

William Howland, A.B., M.A., University of Vermont; Ph.D., McGill University
Assistant Professor of Northern Studies (1984)

Thomas Huber, M.A., University of Vermont; M.A., Ph.D., Princeton University
Professor of German (1966), Director of the School in Mainz 1991–92

John Huddleston, A.B., Yale University; M.F.A., San Francisco State University
Assistant Professor of Art (1987), on leave 1991–92

Terry R. Hummer, A.B., M.A., University of Southern Mississippi; Ph.D., University of Utah
Senior Editor of *New England Review*and
Associate Professor of English (1989)

John M. Hunisak, A.B., Williams College; M.A., Ph.D., New York University
Professor of Art (1970), on leave 1991–92

Travis B. Jacobs, A.B., Princeton University, M.A., Ph.D., Columbia University
Professor of History (1965)

Dale F. Jordan, B.F.A., New York University
Assistant Professor of Theatre (1990)

Juanita Karpf, B.M., State University of New York at Potsdam; M.M., University of Georgia
Instructor in Music (1991)

Tazim R. Kassam, H.M.V., Bombay University; A.B., McGill University
Instructor in Religion and Islamic Studies (1991)

John P. Keenan, A.B., Charles Borromeo Seminary; M.A., University of Pennsylvania; Ph.D., University of Wisconsin
Assistant Professor of Religion (1986), on leave 1991–92

Constance N. Kenna, A.B., Elmira; M.A., Yale University
Lecturer in German (1971, 1973)

Christopher J. McGrory Klyza, B.S., Cornell University; M.S., Duke University; Ph.D., University of Minnesota
Assistant Professor of Political Science (1990)

Huguette Knox, M.A., University of Aix–en–Provence
Lecturer in French (part–time) (1982)

Michael Kraus, A.B., University of Colorado; M.A., Ph.D., Princeton University
Associate Professor of Political Science (1980)

Bethany Ladimer, A.B., Barnard College; M.A., Ph.D., Columbia University
Associate Professor of French (1977–81, 1986)

Marjorie E. Lamberti, A.B., Smith College; M.A., Ph.D., Yale University
Charles A. Dana Professor of History (1964)

C. Randall Landgren, A.B., Albion College; M.A., Ph.D., Harvard University
Professor of Biology (1977)

Michelle A. LaRocque, A.B., Colgate University
Visiting Instructor in Philosophy (1991)

James Larrabee, B.S., Trinity College; M.A., Ph.D., Princeton University
Associate Professor of Chemistry (1986)

G. Thomas Lawson, B.S., Springfield College
Professor of Physical Education (1969); Director of Athletics (1977)

Neil A. Leary, A.B., Macalaster College; M.A., Ph.D., University of Washington
Assistant Professor of Economics (1988), on leave 1991–92

Russell J. Leng, A.B., Middlebury College; Ph.D., American University
William R. Kenan, Jr. Professor of Political Science (1966), on leave fall and winter term 1991–92

Ronald D. Liebowitz, A.B., Bucknell University; M.A., Ph.D., Columbia University
Associate Professor of Geography (1984), on leave fall term 1991

Karl Lindholm, A.B., Middlebury College; M.A., Ph.D., Case Western Reserve University
Dean of Advising and Off–Campus Study (1988); Assistant Professor of American Literature (part–time) (1981)

Judith Liskin–Gasparro, A.B., Bryn Mawr College; M.A., Princeton University
Lecturer in Spanish (part–time) and Assistant for Special Programs in the Language Schools (1986), on leave 1991–92

David J. Littlefield, A.B., Spring Hill College; M.A., Ph.D., Yale University
Philip Battell Stewart and Sarah Frances Cowles Stewart Professor of English (1953–56, 1959)

Jen-mei Ma, A.B., Fu-Jen University; M.A., Ph.D., University of Kansas
Assistant Professor of Chinese and Art (1988)

David A. J. Macey, A.B., Brooklyn College; M.A., M.Phil., Ph.D., Columbia University
Professor of History (1978), on leave Winter and Spring term 1992

Richard H. Mahon, A.B., M.S., University of Wisconsin
Instructor in Geography (1990)

John J. Makransky, A.B., Yale University; Ph.D., University of Wisconsin
Visiting Assistant Professor of Religion (1991)

Janet E. Malley, A.B., Clark College, M.A., Harvard University; Ph.D., Boston University
Visiting Assistant Professor of Psychology (1990)

William Mandigo, A.B., Wesleyan
Assistant Professor of Physical Education (1988)

Patricia Manley, B.S., Kent State University; M.A., M. Phil., Ph.D., Columbia University
Assistant Professor of Geology (1989)

Thomas Manley, B.S., Kent State University; M.A., M. Phil., Ph.D., Columbia University
Research Associate in Geology (1989)

Natalina Marano, B.S., Manhattan College; M.A., Ph.D., Princeton University
Visiting Assistant Professor of Biology and Howard Hughes Medical Research Fellow (1990)

Marianne H. Marchand, A.B., M.A., Rijks Universiteit Leiden
Instructor in Political Science (1989)

Gary Margolis, A.B., Middlebury College; Ph.D., State University of New York at Buffalo
Associate Professor of English (part-time); Director of the Counseling and Human Relations Center (1972)

Edward A. Martin, A.B., Princeton University; M.A., Ph.D., Columbia University
Henry Norman Hudson Professor of English (1961)

Robert P. Martin, B.S., M.S., Central Connecticut State; M.A., Ph.D., University of Maryland
Professor of Mathematics (1976)

Tamar Mayer, A.B., University of Haifa; M.S., Ph.D., University of Wisconsin
Assistant Professor of Geography (1985)

John P. McWilliams, Jr., A.B., Princeton University; M.A., Ph.D., Harvard University
Julian W. Abernethy Professor of American Literature (1977)

Nicoletta Tinozzi Mehrmand, A.B., Universita La Sapienza; M.A., Ph.D., University of California, Los Angeles
Assistant Professor of Italian (1991)

Maude R. Meisel, A.B., Swarthmore College; Columbia University
Visiting Instructor in Russian (1991)

Brett Millier, A.B., Yale University; Ph.D., Stanford University
Assistant Professor of American Literature (1986)

Don Mitchell, A.B., Swarthmore College
Visiting Lecturer in English (part-time) (1986)

Hiroshi Miyaji, A.B., Kyoto University, M.A., Ph.D., Stanford University
Professor of Philosophy, C.V. Starr Professor of Language and Linguistics (1980)

Paul Monod, A.B., Princeton University; M.A., M. Phil., Ph.D., Yale University
Assistant Professor of History (1984)

Kevin M. Moss, A.B., Amherst College; M.A., Ph.D., Cornell University
Associate Professor of Russian (1983, 1985)

Kenneth Myers, A.B., Cornell University; M.A., M. Phil., Ph.D., Yale University
Assistant Professor of American Literature and Civilization (1986), on leave 1991–92

A. David Napier, B. Phil., University of Louvain; M. Litt., D. Phil., Oxford University
Associate Professor of Art and Anthropology (1984)

Elizabeth Napier, A.B., Kalamazoo College; M.A., Ph.D., University of Virginia
Associate Professor of English (1978)

Eric G. Nelson, A.B., University of Illinois; M.A., M.F.A., University of Iowa
Associate Professor of Art (1978)

Margaret K. Nelson, A.B., Swarthmore; Ph.D., Columbia University
Professor of Sociology (1975), on leave 1991–92

Paul E. Nelson, A.B., Augustana; M.A., Ph.D., University of Chicago
George Nye and Anne Walker Boardman Professor of Mental and Moral Science and Professor of Political Science (1963)

Ewald Neumann, A.B., Northeastern Illinois University; M.A., California State University, Fresno; Ph.D., University of California, Santa Barbara
Assistant Professor of Psychology (1990)

John C. Norman, A.B., Trinity College; M.A., Ph.D., University of Connecticut
Assistant Professor of Teacher Education, Director of Academic Support (1989)

Victor L. Nuovo, A.B., Hope; B.D., New Brunswick Theological Seminary; Ph.D., Columbia University
Charles A. Dana Professor of Philosophy (1962), on leave 1991–92

Nancy M. O'Connor, A.B., Swarthmore; Ph.D., Cornell University
Professor of French (1977), Director of School in Paris 1991–92

Nobuo Ogawa, A.B., Keio University; M.A., University of British Columbia; Ph.D., University of Pennsylvania
Associate Professor of Japanese (1988)

Judith Olinick, A.B., University of Michigan; Ph.D., University of Wisconsin
Lecturer in Russian (part–time) (1978)

Michael Olinick, A.B., University of Michigan; M.A., Ph.D., University of Wisconsin
Professor of Mathematics (1970)

Andrea Olsen, A.B., Millikan University; M.F.A., University of Utah
Associate Professor of Dance, on Associate Status (1982)

Bob Osborne, B.S., University of Tennessee; Ph.D., McMaster University
Associate Professor of Psychology (1979)

Patricia Pack, A.B., Barnard College; M.A., Columbia University
Lecturer, and Tutor–in–Writing (1981)

Robert Pack, A.B., Dartmouth College; M.A., Columbia University
Donald Everett Axinn Professor of Creative Writing (1964); Director of the Bread Loaf Writers' Conference (1972)

Jay Parini, A.B., Lafayette College; B. Phil., Ph.D., University of St. Andrews
Professor of English (1982)

Edward S. Perry (Ted), A.B., Baylor University; M.A., Ph.D., University of Iowa
Professor of Theatre and Art (1978)

Bruce B. Peterson, A.B., Middlebury College, Ph.D., Syracuse University
College Professor and Professor of Mathematics (1962)

William P. Peterson, A.B., Dartmouth College; M.S., Ph.D., Stanford University
Assistant Professor of Mathematics (1989)

José Alberto Portugal, A.B., Universidad Catolica Del Peru
Instructor in Spanish (1990)

Cassandra W. Potts, A.B., Pomona College; M.A., Ph.D., University of California, Santa Barbara
Assistant Professor of History (1990)

Kirsten H. Powell, B.F.A., Ohio Wesleyan; M.Ed., Lehigh University; M.A., University of Delaware; M. Phil., Ph.D., Columbia University
Associate Professor of Art (1983)

Ronald Powers, B.S., University of Missouri
Visiting Assistant Professor of English, (part–time) (1989)

David Price, A.B., Amherst College; M.A., Ph.D., Princeton University
Professor of English (1970)

Robert Prigo, A.B., M.A., Ph.D., University of California, Santa Barbara
Professor of Physics (1980)

Catherine Raissiguier, D.E.A.V., Aix–Marseille; M.A., Aix–Marseille; M.A., State University of New York at Buffalo
Visiting Instructor in Sociology (1991)

James Ralph, A.B., Middlebury College, M.A., Harvard University
Visiting Assistant Professor of History (1989)

Sunder Ramaswamy, A.B., St. Stephen's College; M.A., Delhi School of Economics, University of Delhi; M.S., Ph.D., Purdue University
Assistant Professor of Economics (1990)

K. Ramagopal, A.B., M.A., University of Madras; M.A., C. Phil., Ph.D., Indiana University
Visiting Assistant Professor of Economics (1991)

Stephen Ratcliff, B.S., Case Western Reserve University; Ph.D., Princeton University
Assistant Professor of Physics (1985), on leave 1991–92

Russell L. Reilly, A.B., Bates College; M.Ed., Boston University
Assistant Professor of Physical Education (1977);
Assistant Director of Athletics

Marc Riess, A.B., State University of New York at Stony Brook; M.A., Ph.D., University of Florida
Associate Professor of Psychology (1978)

Mark Roberson, A.B., Wake Forest University
Instructor in Physics (1991)CC0J

Olin C. Robison, A.B., Baylor University; D. Phil. (Oxon), Oxford University; LL.D., Baylor University, L.H.D., Monterey Institute
College Professor (1975)

E. Burke Rochford, Jr., A.B., California State University, San Bernardino; M.A., Ph.D., University of California, Los Angeles
Associate Professor of Sociology (1986)

Steven C. Rockefeller, A.B., Princeton University; B.D., Union Theological Seminary; Ph.D., Columbia University
Professor of Religion, on Associate Status (1971)

Richard Romagnoli, A.B., Iona College; M.A., Catholic University of America; Ph.D., Florida State University
Assistant Professor of Theatre (1986)

Thomas M. Root, B.S., University of Detroit; M.S., Ph.D., University of Wyoming
Professor of Biology (1979), on leave Fall and Winter term 1991–92

David A. Rosenberg, B.S., University of Pennsylvania; M.P.A., Ph.D., Cornell University Professor of Political Science (1972)

Ronald E. Rucker, A.B., Pomona College; M.A., Harvard University; M.L.S., University of California, Berkeley
Librarian with rank of Professor (1976)

Sharon L. Rybak, A.B., M.A., University of Texas
Visiting Instructor in Spanish (1990)

George B. Saul, II, A.B., M.A., Ph.D., University of Pennsylvania
College Professor and Charles A. Dana Professor of Biology (1967), on leave winter and spring term 1992

Richard A. Saunders, A.B., Bowdoin College; M.A., University of Delaware; M. Phil., Ph.D., Yale University
College Curator and Director of the Johnson Gallery with rank of Assistant Professor of Art (1985)

David Saward, A.B., University of London; M.S., Springfield College
Instructor in Physical Education (1985)

Robert S. Schine, A.B., Kenyon College; M.A., Universitat Freiberg i.Br.; Ph.D., Jewish Theological Seminary
Dana Faculty Fellow in Jewish Studies and Assistant Professor of Religion (1985)

John C. Schmidt, A.B., Bucknell University; M.A., University of California, Berkeley; Ph.D., Johns Hopkins University
Assistant Professor of Geology (1988), on leave 1991–92

Peter Schmitz, M.F.A., Smith College
Visiting Assistant Professor of Dance, spring term (1986–87, 1988)

Nancy Schnog, A.B., Barnard College; M.A., Columbia University
Instructor in American Literature (1991)

Peter Schumer, B.S., M.S., Rensselaer Polytechnic Institute; Ph.D., University of Maryland
Associate Professor of Mathematics (1983)

Paula Schwartz, A.B., Duke University; M.A., Columbia University
Instructor in French (1989)

Yossi Shain, A.B., M.A., Tel Aviv University; M.A., Ph.D., Yale University
Visiting Assistant Professor of Political Science, Fall and Winter term (1991)

Sallie P. Sheldon, A.B., M.A., State University of New York at Buffalo; Ph.D., University of Minnesota
Associate Professor of Biology, on Associate Status (1985)

Kathleen Skubikowski, A.B., University of Colorado; M.A., Ph.D., Indiana University
Director of Writing, with rank of Assistant Professor of English (1987, 1989)

Ugo Skubikowski, A.B., George Washington; M.A., University of Colorado; Ph.D., Indiana University
Associate Professor of Italian (1981)

Pamela L. Small, A.B., California State University, Hayward; M.T., Children's Hospital, San Francisco; Ph.D., Stanford University
Assistant Professor of Biology (1986)

Gail D. Smith, B.S., State University of New York at New Paltz
Instructor in Physical Education (1986); Assistant Director of Athletics (1987)

Robert L. Smith, A.B., University of Delaware; M.A., University of Maine, Orono
Assistant Professor of Physical Education (1979)

Catherine M. Sokil, A.B., Yale University; M.A., M.B.A., Ph.D., Indiana University
Assistant Professor of Economics (1987), on leave 1991–92

Paul M. Sommers, A.B., University of California, Santa Cruz; M.A., University of Michigan; Ph.D., University of California, San Diego
Professor of Economics (1976)

Katherine Sonderegger, A.B., Smith College; M. Div., S.T.M., Yale University; Ph.D., Brown University
Assistant Professor of Religion (1987)

Stephen F. Sontum, A.B., Southern Lutheran College; Ph.D., University of California, Davis
Associate Professor of Chemistry (1983)\D*Y*

M. Kimberly Sparks, A.B., Ph.D., Princeton University
Charles A. Dana Professor of German, on Associate Status (1966)

Timothy B. Spears, A.B., Yale University; Ph.D., Harvard University
Assistant Professor of American Literature and Civilization (1990)

John Spencer, A.B., Princeton University; M.A., Ph.D., Columbia University; Litt.D., Atlanta University
African Studies Professor and Professor of History (1974), on leave fall and winter term 1991–92

Douglas C. Sprigg, A.B., M.A., Ph.D., University of Michigan
Professor of Theatre (1975)

Allison K. Stanger, B.S., Ball State University; A.M., Harvard University
Instructor in Political Science (1991)

Brigitte Szymanek, M.A., University of Dijon; M.A., Duke University
Instructor in French (1991)

Kyoko Takashi, A.B., Tezukayama Gakuin University; M.S., Ph.D., Georgetown University
Assistant Professor of Japanese (1990)

Betsy K. Thurber, A.B., University of Vermont
Lecturer in Teacher Education (part–time) (1972)

George B. Todd, A.B., Amherst College; M.B.A., Stanford University; M.F.A., Princeton University
Christian A. Johnson Professor of Music (1965)

Stephen C. Trombulak, A.B., University of California, Los Angeles; Ph.D., University of Washington
Associate Professor of Biology and Environmental Studies (1985)

Van Horn Vail, A.B., University of Washington; M.A., Ph.D., Princeton University
Professor of German (1966), on leave fall and winter term 1991–92

Roberto A. Véguez, B.S., Columbia University; M.A., Ph.D., University of Wisconsin
Professor of Spanish (1972), Director of the School in Madrid, fall term 1991

Gregory J. Vitercik, A.B., Columbia University; M.A., Ph.D., State University of New York at Stony Brook
Assistant Professor of Music (1986)

Jonathan D. Walsh, A.B., M.A., University of Connecticut
Visiting Instructor in French (1991)

John T. Walsh, A.B., Southeast Missouri State University; M.A., San Francisco State University; M. Div., Pacific School of Religion
Chaplain (1986)

Steven Walstrum, B.S., Wheaton College; M.S., Ph.D., Cornell University
Visiting Assistant Professor of Chemistry (1989)

Neil Waters, A.B., Pacific Lutheran University; M.A., Washington State University; Ph.D., University of Hawaii
Kawashima Professor of Japanese Studies (1990)

Christopher D. Watters, B.S., Notre Dame; M.A., Ph.D., Princeton University
Irene Heinz and John LaPorte Given Professor of Pre-Medical Sciences (1968)

Jeffrey R. Weeks, A.B, Dartmouth College; M.A., Ph.D., Princeton University
Visiting Assistant Professor of Mathematics (part-time) (1990)

John Weeks, A.B., University of Texas; M.A., Ph.D., University of Michigan
Professor of International Politics and Economics (1987)

Gladys White, A.B., Universidad de Antioquia; M.A., University of Washington; Ph.D., Stanford University
Assistant Professor of Spanish (1989)

John Wilders, Ph.D., Cambridge University
John Hamilton Fulton Visiting Professor of the Humanities
(fall and winter terms) (1984)

Christopher Kent Wilson, A.B., Illinois Wesleyan; M.A.R., Yale Divinity School; M.A., M. Phil., Ph.D., Yale University
Associate Professor of Art (1979)

P. Frank Winkler, Jr., B.S., California Institute of Technology; M.A., Ph.D., Harvard University
Professor of Physics (1969)

Marc Witkin, A.B., Harvard University; M.A., Ph.D., University of Chicago
Assistant Professor of Classics (1988)

Richard Wolfson, A.B., Swarthmore College; M.S., University of Michigan; Ph.D., Dartmouth College
Professor of Physics (1976)

Joanna Wayland Woos, A.B., Oberlin College; M.A., M.S., University of Kentucky; M. Phil., Columbia University
Lecturer in Economics, part-time (1988)

Phanindra V. Wunnava, B. Commerce and M. Commerce, Andhra University; M.A., D.A., University of Miami; Ph.D., State University of New York at Binghamton
Associate Professor of Economics (1985)

Don J. Wyatt, A.B., Beloit College; M.A., Ph.D., Harvard University
Associate Professor of History (1986)

Hiroko Yanagida, Dokkyo University
Visiting Instructor in Japanese (1989)

Oliver Larry Yarbrough, A.B., Birmingham–Southern College; A.B., (M.A.) Cambridge University; M. Div., Candler School of Theology, Emory University; M. Phil., Ph.D., Yale University
Associate Professor of Religion (1983)

Denise J. Youngblood, A.B., Wright State University; M.A., Ph.D., Stanford University
Visiting Assistant Professor of History, part–time, spring term (1992)

Clara Yu, A.B., National Taiwan University; M.A., Ph.D., University of Illinois
Associate Professor of Chinese, on Associate Status (1987)

Patricia Zupan, A.B., Duquesne University; M.A., Ph.D., Indiana University
Associate Professor of Italian (1982)

Assistants in Instruction

Harry T.L. Ernevad, Gotesborg Tekniska Inst., Gotesborg Universitet
Assistant in Chemistry (1977)

Marion Harwardt
Assistant in German, part–time (1991)

Kathleen Jewett, B.S., Michigan State University
Assistant in Chemistry (1989)

Agnes Kisoka, A.B., M.A., Universite Paris X Nanterre
Assistant in French, part–time (1991)

Gracia Lafuente
Assistant in Spanish, part–time (1991)

H. Peter Wimmer, A.B., M.S., Lehigh University; Ph.D., University of Vermont
Assistant in Biology (1972)

Emeriti

James Isbell Armstrong, A.B., Ph.D., LL.D., Litt.D., L.H.D.
President Emeritus, and Professor Emeritus of Classics (1963); Emeritus, 1975

Robert L. Baker, A.B., M.A., Ph.D.
Professor Emeritus of Russian (1967); Emeritus, 1990

Brewster Baldwin, A.B., M.A., Ph.D.
Professor Emeritus of Geology (1958); Emeritus, 1988

Donald Henry Ballou, A.B., Ph.D.
Charles A. Dana Professor Emeritus of Mathematics (1942); Emeritus, 1973

Simon Barenbaum, Ph.D.
George Adams Ellis Professor Emeritus of French (1970), Emeritus, 1991

Horace P. Beck, A.B., Ph.D.
Professor Emeritus of Folklore (1956), Emeritus, 1983

Douglas Stow Beers, Ph.D.
Hudson Professor Emeritus of English (1925); Emeritus, 1963

Ronald Bielli, B.S., M.A.
Professor Emeritus of Mathematics (1956); Emeritus, 1984

Leslie Cole Bigelow, A.B., Ph.D.
Professor Emeritus of Philosophy (1952); Emeritus, 1978

Claude L. Bourcier, Agrege de L'Universite
Alumni Professor Emeritus of French (1937); Emeritus, 1975

John Gerald Bowker, Ed. M., L.H.D.
Baldwin Professor Emeritus of Mathematics (1926),
Dean Emeritus of the Faculty (1953); Emeritus, 1967

Walter Brooker, A.B., Ed.D.
Vice President Emeritus (1956); Emeritus, 1982

Philip W. Carruth, A.B., M.A., Ph.D.
Professor Emeritus of Mathematics (1966); Emeritus, 1976

Pierina B. Castiglione, M.A., Dottore in Lettere
Lecturer Emerita in Italian (1972); Emerita, 1975

William B. Catton, A.B., M.A., Ph.D.
Historian–in–Residence Emeritus (1964); Emeritus, 1984

John H. Clagett, B.S., Ph.D.
Professor Emeritus of English (1955); Emeritus, 1978

John V. Craven, A.B., M.A., Ph.D.
Professor Emeritus of Economics (1956); Emeritus, 1983

Paul M. Cubeta, A.B., Ph.D.
College Professor Emeritus of Humanities (1952); Emeritus, 1989

Wendell F. Forbes, A.B.
Associate Professor Emeritus of Physical Education (1962); Emeritus, 1987

Stephen Albert Freeman, Ph.D., LL.D., L.H.D., Litt.D.
Professor Emeritus of French (1925); Vice President Emeritus (1943); Emeritus, 1963, Director Emeritus of the Language Schools (1946); Emeritus, 1970

Grant H. Harnest, A.B., Ph.D.
Irene Heinz and John LaPorte Given Professor Emeritus in Pre–Medical Sciences (1975); Professor Emeritus of Chemistry (1943); Emeritus, 1982

William Harris, A.B., Ph.D.
Professor Emeritus of Classics (1956)

Harold Bradford Hitchcock, A.B., Ph.D.
Mead Professor Emeritus of Biology (1943); Emeritus, 1968

Charles Leonard Hoag, A.B., M.A., Ph.D.
Alumni Professor Emeritus of Political Science (1947); Emeritus, 1972

Marion E. Holmes, A.B.
Secretary Emerita of the Faculty (1937); Emerita, 1977

J. Rowland Illick, A.B., Ph.D.
Professor Emeritus of Geography (1946); Emeritus, 1986

Elizabeth B. Kelly, A.B.
Dean Emerita of Women (1946); Emerita, 1970

Mary E. Lick, A.B., M.S.
Professor Emeritus of Physical Education (1956); Director Emeritus of Physical Education (1947); Emeritus, 1987

Duncan J. McDonald, B.S., M.A.
Professor Emeritus of Biology (1967); Emeritus, 1985

Walter A. Moyer, Jr., B.S., Ph.D.
Professor Emeritus of Chemistry (1951–71); Associate Dean Emeritus of Sciences (1981); Emeritus, 1985

Howard McCoy Munford, B.S., Ph.D.
Charles A. Dana Professor Emeritus of American Literature (1941); Emeritus, 1977

Berthe O. Normano, Litt.D.
Lecturer Emerita in Russian (1960); Emerita, 1966

Edwin L. Pool, B.S., Ph.D.
Professor Emeritus of Chemistry (1954); Emeritus, 1990

Chandler A. Potter, A.B., M.F.A.
Professor Emeritus of Drama (1956); Emeritus, 1991

Professor Henry B. Prickitt, A.B., Ph.D.
Henry Norman Hudson Professor Emeritus of English (1948); Emeritus, 1984

David L. Prouty, A.B., Ph.D.
Professor Emeritus of Psychology (1959), Emeritus, 1990

Carroll Rikert, Jr., A.B., M.B.A., C.P.A., LL.D.
Treasurer Emeritus (1952); Emeritus, 1983

E. Kirk Roberts, A.B., Ph.D.
Professor Emeritus of Chemistry (1952); Emeritus, 1983

Charles P. Scott, A.B., B.D.
Professor Emeritus of Religion (1951); Emeritus, 1990

David K. Smith, A.B., Ph.D.
Alumni Professor Emeritus of Economics (1950); Emeritus, 1988

Pardon E. Tillinghast, A.B., Ph.D.
Professor Emeritus of History (1947); Emeritus, 1990

Erie T. Volkert, A.B., M.A.
Professor Emeritus of Drama (1941); Emeritus, 1976

Erica B. Wonnacott, A.B., M.A.
Dean of Students Emerita (1970); Emerita, 1988

Howard E. Woodin, B.S., M.S., Ph.D.
Professor Emeritus of Biology (1953); Emeritus, 1985

Historical Events at Middlebury

1761	Nov. 2	Charter of the Town of Middlebury granted by New Hampshire Governor Wentworth.
1766	June	John Chipman cleared the first "pitch" in Middlebury.
1773	June	Benjamin Smalley built the first log house in Middlebury.
1777	Jan. 15	Vermont declared itself a Free and Independent State.
1778	Nov.	Middlebury Settlement completely plundered by British.
1783	April	Settlers returned to Middlebury township.
1791	Mar. 4	Vermont admitted to the Union as the Fourteenth State.
1796	Oct. 25	Present site of college campus annexed from town of Cornwall.
1797	Nov. 8	Addison County Grammar School chartered by Vermont Legislature.
1798	Sept. 30	Timothy Dwight visited Middlebury at Charter House and advised town leaders about starting a college.
1800	May	A Female Academy established by Ida Strong.
	Nov. 1	Middlebury College charter granted by Vermont Legislature; Jeremiah Atwater named first President.
	Nov. 4	First Trustees meeting.
	Nov. 5	Seven students admitted; East College occupied.
1802	Aug. 18	First College Commencement; Aaron Petty graduated.
1806	Aug. 21	Professorships of Natural Philosophy and Law created.
1807	July	Emma Hart elected Principal of the Female Academy.
1809	May 31	Middlebury Congregational Church dedicated.
	Aug. 16	Jeremiah Atwater resigns; Henry Davis elected President.
1810	Aug. 15	Professorship of Languages established.
	Sept.	Series of religious revivals continued.
1814	Sept.	Emma Hart Willard opened her Female Academy in house now occupied by Admissions Office.
1815	Mar.	West College completed, later named Painter Hall; oldest college building in Vermont.
1816	Aug. 22	Professorship of Divinity established.
1817	Oct. 6	President Henry Davis resigns; Joshua Bates elected President.
1819	May 21	Gamaliel Painter died, leaving most of his estate to Middlebury.
1820	Aug. 16	Middlebury College affiliated briefly with Castleton Medical School.
1821	Aug.	Robert Patton, Ph.D., Gottingen, introduced German.
1824	Aug. 18	Middlebury Alumni Association formed.
1827	Dec. 4	Mechanical Association for physical exercise tried.
1830	Oct. 28	*The Undergraduate* published for one year.
1833	July	The Philomathesian Society, undergraduate literary and debating society, formed with its own library.
1835	Aug. 20	Professorship of English Literature and Education created.
1836	Aug.	Old Chapel completed, housing the chapel, offices, and classrooms.
1839	Jan.	The Burchard religious revival ended disastrously.
	Sept. 4	President Joshua Bates resigned.
1840	Apr. 20	Morning chapel changed from 5:30 a.m. to 5:00 a.m.
1841	May 18	Benjamin Labaree inaugurated President.
1842	Dec. 2	First Forefather's Day celebrated at Middlebury.

1843	Nov. 26	Chapter of Chi Psi founded; College's first fraternity
1850	Aug.	Semicentennial Celebration; fund of $35,000 raised.
1861	April	Many students enlisted for service in Civil War.
	Aug.	Starr Hall completed, named for Peter Starr, Trustee.
1864	Dec. 25	Starr Hall burned.
1865	Aug. 8	President Benjamin Labaree resigns.
	Nov.	The first *Kaleidoscope* published.
1866	Jan. 2	Harvey K. Kitchel elected President.
	June	Bread Loaf Inn opened by Joseph Battell.
1867	June	Alexander Twilight Hall built on site of old East College; used as Grammar School until 1982.
1868	Aug. 7	Phi Beta Kappa charter granted to Middlebury.
1873	July	President Harvey Kitchel resigned.
1875	June 8	Calvin B. Hulbert elected President; resigned in 1880.
1876	Mar.	*The Undergraduate*, student newspaper, began publication again.
1880	Aug. 23	Cyrus Hamlin elected President.
1881	Sept. 27	Library moved from Old Chapel to North Painter Hall.
	Oct.	Gymnasium installed in South Painter Hall.
1883	Sept. 13	First women enter Middlebury, three full–time, four part–time.
	Oct.	Hamlin Commons, first dining hall, opened; burned 1945.
1884	Sept.	Athletic Association Organized.
1885	July 1	President Cyrus Hamlin resigned.
1886	Apr. 17	Ezra Brainerd elected President.
1888	Mar. 16	College snowbound in fifteen–foot drifts.
	Nov. 24	State Legislature gives first financial assistance, $2,400 for scholarships
1889	Nov.	First Glee Club formed.
1890	June	Elective system established, with option of a B.S. degree.
1891	Sept. 10	First Women's dormitory opened, named Battell Hall.
1897	July 13	Chair of Political Economy and International Law created.
1900	July 1–5	Celebration of College's Centennial.
	July 3	Starr Library dedicated; built with bequest of Egbert Starr.
1901	Aug.	Warner Science Hall, gift of Ezra Warner '61, created a center for the sciences.
1902	Dec. 4	The "Women's College at Middlebury" established by Legislature.
1905	Feb. 4	*The Undergraduate* became the *Campus.*
1908	Oct. 17	President Ezra Brainerd resigned; John Thomas elected President.
1909	May	Joseph Battell donated women's campus, area north of College Street, including Battell Cottage, now Adirondack House.
	July 6	First Summer Session opened, with general curriculum.
1911	June 20	Pearsons Hall completed, on ridge of women's campus.
	June	Pan–Hellenic Council created.
1912	Mar. 9	Alumnae Association formed.
	May	Women's Athletic Association organized.
	June	McCullough Gymnasium completed; named for John G. McCullough, Trustee.
	Oct.	Central Heating Plant installed for campus buildings.
1913	June 17	Chemistry Building occupied; named for Prof. P.C. Voter.
1915	Feb. 23	Joseph Battell died, bequeathing a mountain campus of over 30,000 acres.
	June 29	Specialized German Summer School opened in Pearsons Hall.
1916	July 8	French Summer School opened on same pattern.

	July	Mead Memorial Chapel erected on high point of campus; gift of Dr. John A. Mead, '64.
	Sept.	Hepburn Hall occupied; gift of A. Barton Hepburn '71.
1917	May 6	College closed to permit students to enlist.
	June 30	Spanish Summer School opened.
	Aug. 13	Faculty Furlough Fund created by Henry F. Walker '60.
	Sept. 26	*The Campus* became a weekly newspaper.
1918	Oct. 26	S.A.T.C. programs for military training adopted.
1920	June 30	Bread Loaf Summer School of English opened.
	Sept. 20	Maison Francaise, first continuous French House in America opened.
1921	Jan. 28	President John Thomas resigned.
	July 28	Paul D. Moody elected President.
1922	Nov. 22	Black Panther adopted as College mascot.
1923	Feb. 22	Middlebury's first Winter Carnival.
	Sept.	Abernethy Library collections added to Starr Library.
1925	Sept.	Le Chateau, Center for French study, opened.
	Oct.	Porter Medical Center opened for College and community.
	Oct.	Two wings added to Egbert Starr Library; given by family.
1926	June 5	First *Alumni News Letter* published.
	Aug. 16	Writers' Conference opened at Bread Loaf.
1927	Aug. 18	First Doctorate in Modern Languages (D.M.L.) granted.
	Nov. 3	The great Vermont flood.
1931	May 6	General examination system adopted.
	June 14	Library and Music Hall at Bread Loaf burned; rebuilt in 1932.
	July 6	German Summer School reopened, at Bristol.
1932	July 1	Italian Summer School opened.
1936	June 13	Forest Hall dedicated; built with funds from sale of Battell Forest to U.S. Govt.[>*Y*
1938	June 12	Commencement held for the first time in Mead Memorial Chapel with new balconies.
1940	Aug.	Gifford Hall opened; memorial to James M. Gifford '77.
1941	Feb. 3	Munroe Hall opened, for classrooms and offices, gift of Charles a. Monroe '96.
1942	Feb.	College goes on year–round wartime schedule.
	June 1	President Paul D. Moody resigns; Stephen A. Freeman Acting President.
1943	Jan. 6	Samuel S. Stratton inaugurated as President.
	July 1	Navy V–12 Unit of 500 men established.
1945	June 29	Russian Summer School opened.
1947	Nov. 7	Fifty meter jump at Snow Bowl completed.
1948	July 1	First women serve on Board of Trustees; Gertrude C. Milliken '01 and Alice G. Howson '30.
1949	June 11	World War II Memorial Field House dedicated, now includes Pepin Gymnasium and Nelson Arena.
	Oct. 1	Middlebury School of French established in Paris.
1950	Sept. 30	Sesquicentennial Celebration, Convocation; and dedicated of Lang Field.
	Nov. 25	The hurricane does much damage.
1950–55		The Battell Halls, North, Center and South, completed; named in memory of Joseph Battell.
1951	June	Carr Hall completed, for health offices; named for Reid Carr '01.
	Oct. 1	Middlebury School of Spanish established in Madrid.
1952		President Stratton on leave in Saudi Arabia; Vice President Freeman in charge.
	Sept. 18	R.O.T.C. Unit established

1953	Dec. 23	College Playhouse on Weybridge Street burned.
1954	Mar. 18	Gifts from Wilks Estate total $2,454,399.
1956	Sept.	Stewart Hall opened; named in memory of the John W. Stewart family.
1957	July 1	Endowment Grants from Ford Foundation total $549,500.
1958	Oct.	Wright Memorial Theatre completed, honoring Charles B. Wright, Professor of English, 1885–1920.
1959	Oct. 15	Middlebury School of German established in Mainz.
1960	Sept.	Proctor Hall student center opened, honoring Gov. Redfield Proctor, trustee.
	Oct. 1	Middlebury School of Italian established in Florence.
1963	Sept. 1	President Samuel Stratton retires; James I. Armstrong elected President.
	Sept.	Allen Hall opened; named for Cecile Allen '01.
	Sept.	Arthur M. Brown Swimming Pool completed.
	Sept.	First course in computers given in Mathematics Department
1965	Sept. 27	Sunderland Language Center and Dana Auditorium dedicated; named for Edwin S.S. Sunderland and Charles A. Dana, benefactors.
1966	June 11	Middlebury Challenge Fund of $8,039,722 with grant of $1,700,000 from Ford Foundation, completed.
	June 22	Chinese Summer School opened.
1968	Sept. 16	The 4–1–4 Curriculum went into effect.
	Oct. 12	Christian A. Johnson Memorial Building for music and fine arts dedicated.
1969	Jan. 6	Science Center opened, with facilities for Chemistry, Biology, Geology, Physics, and Library.
	Feb. 7	Hadley and Milliken Halls, dormitories on west ridge opened; named for Egbert C. Hadley '10, trustee; and Gertrude C. Milliken '01, first woman trustee.
1970	June 14	Japanese Summer School opened.
	Sept.	Social Dining Units opened; at north end of campus, named for Prof. R.L. "Doc" Cook; Stephen A. Freeman; and Cyrus Hamlin.
1971	Sept.	Kelly and Lang Halls, dormitories, opened; named for Elizabeth B. Kelly, Emerita Dean of Women; and Fred P. Lang '17, Trustee.
1974	June	Fletcher Field House opened; named for Paris Fletcher '24, trustee.
	Sept.	Computer terminals operating for academic departments, library, and administration.
1975	Sept. 1	President James I. Armstrong retires; Olin C. Robison elected President.
	Sept.	Atwater and Davis Houses, A–frame dormitories opened; named for the first two presidents.
1977	Sept.15	Middlebury School of Russian established at Lincoln College, Oxford.
1978	June	Middlebury Summer School of English established at Lincoln College, Oxford.
1979	Oct.	Meredith Wing added to Starr Library; named for Douglas Meredith, trustee.
	Nov.	Kirk Alumni House Conference Center opened; named for John Kirk '39 and Barbara Kirk '41.
1980		College buys, renovates, and administers all fraternity houses.
1982		Memorial Field House extensively renovated and enlarged.
	June 20	Arabic Summer School opened.

1984	June 2	Campaign to raise $60 million begun.
	Sept. 27	Dalai Lama, head of Tibetan Buddhists, leads Conference.
1986	May 23	Dedication of Alexander Twilight Hall, the Old Grammar School, built in 1867, bought and renovated by the College; named for first U.S. black college graduate, Alexander Twilight '23.
	May 24	New carillon of 48 bells in Mead Chapel dedicated.
	Sept. 7	New "North Dormitory" opened.
1987	June	Extensive renovations to Painter Hall completed.
		Six million dollar bequest from estate of Alexander H. Fulton, largest single gift ever received by the College.
	Oct.	Emma Willard House refurbished and large wing added.
1988	Jan.	Gamaliel Painter House in town is beautifully restored.
	Feb.	Renovations to Starr Hall completed.
	Sept.	Freshman Seminar Programs begins.
		Renovations to Pearsons and Hepburn Halls completed.
	Oct.	Ballenger Computer Center in renovated Voter Hall dedicated.
1989		Renovations to Gifford Hall completed.
1990		President Olin Robison steps down; Timothy Light elected President.
		Renovations to Chateau completed.
1991		McCullough Student Center completed. Arts Center completed.

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Calendar for 1991–92

SEPTEMBER 1991

1	Sunday	Alumni College ends
5	Thursday	Fall Freshman Week begins
10	Tuesday	Convocation
11	Wednesday	Fall Term Classes begin (8:15 a.m.)

OCTOBER

5–6	Sat–Sun	Homecoming
11–13	Fri–Sun	Parents Weekend I
21–22	Mon–Tues	Mid–Term Recess
25–27	Fri–Sun	Parents Weekend II

NOVEMBER

7	Thursday	All–College Meeting Night
26	Tuesday	Thanksgiving Recess begins (4:15 p.m.)

DECEMBER

2	Monday	Classes resume (8:15 a.m.)
10	Tuesday	Fall Term Classes end (4:15 p.m.)
11	Wednesday	Examination Period begins
12	Thursday	Final Exams begin (Thurs., Sat., Mon.,Wed.,Thurs.)
19	Thursday	Examination Period ends. Recess begins

JANUARY 1992

6	Monday	Winter Term begins (8:15 a.m.)
17–19	Fri–Sun	Alumni Winter Weekend
31	Friday	Winter Term ends (4:15 p.m.) Recess begins

FEBRUARY

5	Wednesday	Spring Freshman Week begins
10	Monday	Spring Term Classes begin (8:15 a.m.)
20	Thursday	Winter Carnival Recess begins (4:15 p.m.)
24	Monday	Classes Resume (8:15 a.m.)

MARCH

21	Saturday	Spring Recess begins (12:15 p.m.)
30	Monday	Classes resume (8:15 a.m.)

APRIL

23	Thursday	All–College Meeting Night

MAY

9	Saturday	Spring Term Classes end (12:15 p.m.)
11	Monday	Examination Period begins
12	Tuesday	Final Exams begin Tues., Thurs., Sat., Mon., Tues.)
19	Tuesday	Examination Period ends
23	Saturday	Baccalaureate
24	Sunday	Commencement
29–31	Fri–Sun	Spring Reunions

JUNE

12	Friday	Language Schools Nine–Week Session begins
23	Tuesday	Bread Loaf School of English in Vermont begins
26	Friday	Language Schools Seven–Week Session begins
29	Monday	Language Schools Six–Week Session begins
		Bread Loaf School of English (Oxford) begins

AUGUST

8	Saturday	Commencement, Bread Loaf School of English in Vermont
		Commencement, Bread Loaf School of English at Oxford
9	Sunday	Bread Loaf School of English in Vermont ends
		Bread Loaf School of English at Oxford ends
11	Tuesday	Bread Loaf Writers' Conference begins
14	Friday	Commencement, Language Schools
15	Saturday	Language Schools end
23	Sunday	Bread Loaf Writers' Conference ends
26	Wednesday	Alumni College begins
30	Sunday	Alumni College ends

Directions for Correspondence

College Telephone Number: (802) 388–3711, with the following extension numbers

For information about:		
Admissions	Dean of Admissions, The Emma Willard House	5153
Alumni Affairs	Director of Alumni Relations, Forest Hall	5181
Athletics	Director of Athletics, Memorial Field House	5250
Business Matters	Vice President for Administration and Treasurer, Old Chapel	5404
Career Counseling and Placement	Director of Career Counseling and Placement, Adirondack House	5100
General Information	Director of Student Activities, McCullough	5338
Gifts and Bequests	Director of Development, Forest Hall	5181 or 5183
Educational Program	Dean of the College, Old Chapel	5393
Financial Aid	Director of Financial Aid, The Emma Willard House	5158
Health Services	Director, Parton Health Center	5135
Payment of Bills	Comptroller, Service Building	5366
Section 504 of the Rehabilitation Act of 1973	Dean of Students, Old Chapel	5382
Bread Loaf School of English	Tilden House	5418
Bread Loaf Writers' Conference	Munroe Hall	5286
Foreign Language Schools	Director of the Language Schools, Sunderland Language Center	5508
Student Affairs	Dean of Students, Old Chapel	5382
Transcripts		
Current Undergraduates	Old Chapel	5382
A.B. Alumni,	Old Chapel	5376
Language Schools and Bread Loaf Alumni,	Sunderland Language Center	5517

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